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Editorial and Business Offices, Monadnock Building, San Francisco. Phone Sutter 389
ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council, Editor

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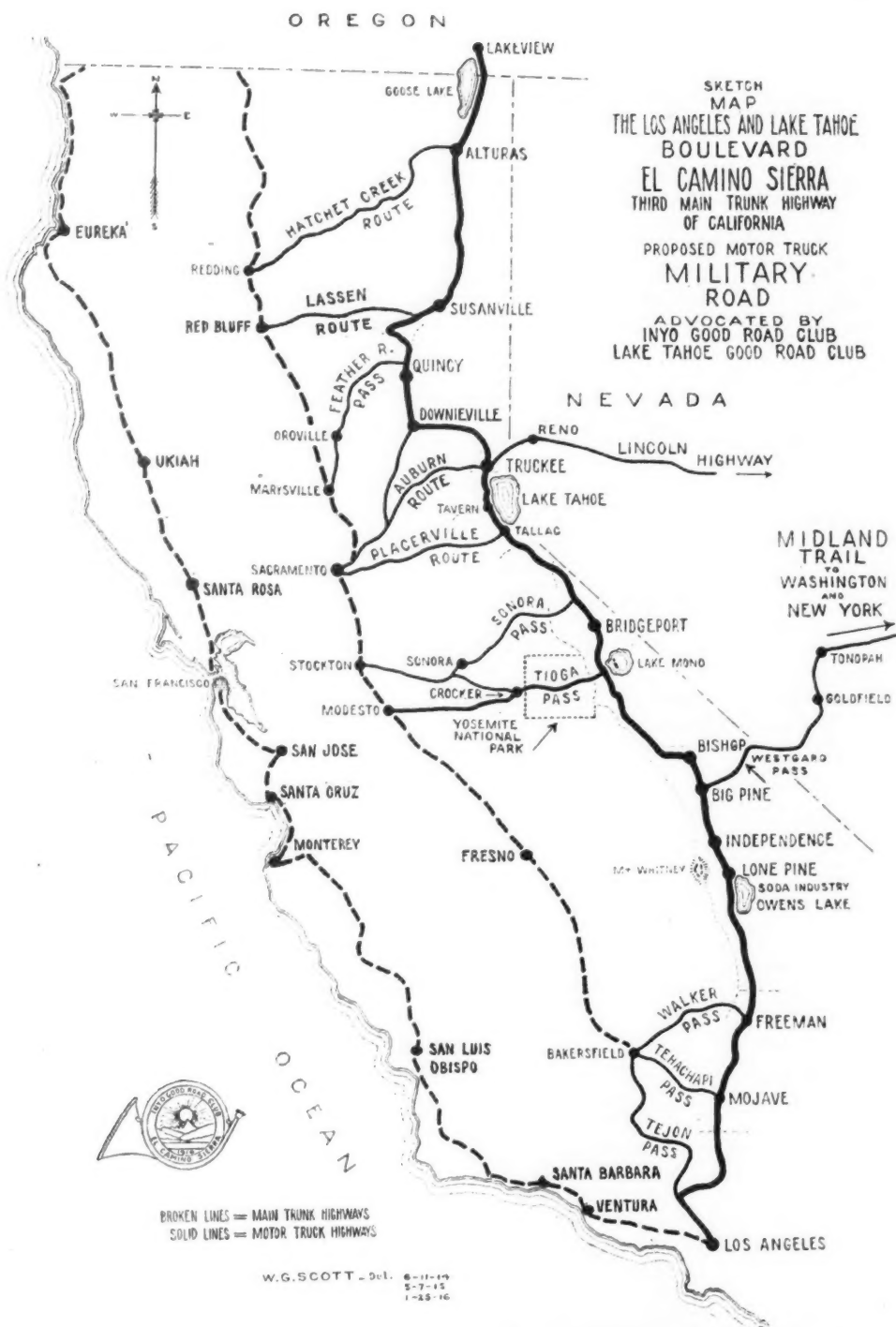
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THE MAIN ARTERIES OF THE CALIFORNIA HIGHWAY SYSTEM
The Above Map Shows the Coast and Valley Trunk Highways by Broken Lines and the Heavy Line Indicates the Trunk Highway East of the Sierra Nevada, Which is the Master Key to all the Sierra Passes

Editorial

ARTHUR HENRY CHAMBERLAIN

The Institute for Public Service is a bulletin issued weekly as an Educational Review of Reviews, under direction of William H. Allen of New York.

It is a four page folder, with a subscription price of 50 cents a year. No. 13 devotes itself to Spot Lights on High Spots. It is proposed to prepare for the visitors to the N. E. A. in New York, next July, a list of best practices and conditions in the public schools of that city.

Here is the correct idea. Months ago, Dr. Alexis F. Lange proposed that a department of the Sierra Educational News be devoted to an Educational Review of Reviews. Not only is the idea of the brief mention of important matters a good one, but note, for example, some of the things to which it is proposed to call the attention of New York visitors. "Shall they talk only of New York's sea air, tall buildings, summer amusements, meeting places, nearby resorts? or shall they be given also high spots in education to talk about and write about—best teaching practices, best buildings, best types of cooperation, best uses of community resources, best public spirit, best publicity of school facts, best supervision, best methods of studying results?" Yes and we might add, best equipment, best school and play grounds, best health of pupils and teachers, and other equally good "bests."

But the best thing about the whole best business is that is is proposed to touch the "high spots." As late as yesterday, we read an article by an authority on the teaching of English, who is to produce in his students an appreciation of English by placing before them, in the elementary and secondary school, the wrong and the incorrect form. They are to learn what to do by learning what not to do. In the same way we frequently waste time in studying the errors in education, the points of lowest pressure. The plan of focusing upon the commendable things is good, both spiritually and pedagogically. Spot Light some of the High Spots in your own work or in that of your neighbor and send them to the News. Pass the good things along.

A prominent school man recently picked up the course of study for the elementary and high schools of a certain city. After vain attempts to find out what work the schools attempted to cover, he gave up in despair and expressed hope that some day some one would write a course of study that could be understood.

**Clarify Courses
of Study**

The case is extreme but well illustrates the fact that as a rule courses of study are not clear. If those who are engaged in school work find it difficult to interpret and translate such courses, how may we expect the fathers and mothers to draw any inspiration from them. Perhaps, however, there are still Superintendents and Board members who believe that

courses of study are made only for the teacher, not for the parent. And as for the boy or girl having any interest in the course of study—perish the thought.

Let any teacher select ten courses of study and attempt to analyze them. There are subjects galore. Some of these may be dismissed with a word; others are subdivided; others arranged in groups. The work is broken up into terms. There are requirements and optionals, and electives and alternatives, and points and unite, and so involved is the discussion, and so technical the phraesology, that no one save the writer of the course can understand it. Indeed it is doubtful if even he can in every instance pass an examination on his own course, as frequently whole blocks are cribbed from some course supposed to be "good," or his course is written for him by some Pharasee who, were it not for "an ax to grind" would be a Priest or a Levite.

A course of study should tell something. It should in clear, plain, simple, common, straightforward, everyday language, tell something. Language is for the purpose of conveying thought, not of concealing it. Writers of courses of study should get out of the clouds, and come to appreciate the fact that a thing does not have to be involved to be understood. Moreover, the educational jargon which some of our near-educators insist upon investing, through the springing of pet expressions, certainly does not "get us out of the woods" there is need for a knowledge of what is in the course of study made either by the novice or the "expert."

At the great Ford Automobile Works at Detroit, there is an English school with an enrollment for January last of 2,200. On February 27, there were 512 men graduated from the school. There were 136 volunteer teachers in the school. A great work is accomplished here. We were interested recently in our visit to the school and in talking with the Director and with the students.

The Making of Americans

We frequently point to schools carried on by private enterprise or in connection with manufacturing or commercial organizations as those where advanced ideas are in force. It is also true that in these same schools there are in force ideas long ago discarded by our best public school classes. In the Ford English school, the man is encouraged to forget his native language, with the acquiring of our own. This does not mean simply that the student is in class to speak or write English; it means he is to drop his own language entirely.

In reply to our question on this point, the Director of the school said that it was absolutely imperative that the native language be forgotten. We pointed out to him that in our schools we are teaching French, German, Italian, Spanish. Good citizens, he contended, could not be made of these foreigners until they had left behind the language of their aFtherland. To Americanize these men, they must, he said, renounce their own language.

America should be first of all for Americans. But can we hope to make good American citizens of any stock that throws aside its traditions and aspirations and ideals? In the language of a people, are embodied in large degree these traditions, and aspirations and ideals. Our endeavor should be while making these people familiar with the English language, to preserve all the beauty and richness of their own.

Too often we find the boy of foreign parentage ashamed to speak in the language of his father. He thinks he will be laughed at, that it is undignified to talk a foreign language. This should not be so. Only a man loyal to the best in his native land, can become a loyal citizen of an adopted country. We should doubt the sincerity of a man who of his own motion, dropped his native tongue, and we certainly doubt the expediency of attempting to have these foreigners forget their native language.

There has been of late considerable agitation in Chicago regarding the Teachers' Federation. The Board of Education issued an order prohibiting teachers from joining any organization affiliated with a labor union, or one that has any other than a teacher as its executive officer or business agent. It so happens that the Chicago Teachers' Federation is affiliated with the Chicago Federation of Labor and has been for a number of years.

**Teachers
Should Unite**

On the face of it, bad judgment was shown by the members of the Board of Education in issuing any such order. By so doing, they practically prohibited teachers from joining any sort of organization tending to promote the best interests of teachers. It is a doubtful expedient in any case to attempt to coerce or prohibit teachers from joining organizations that may or may not be for the best interests of the city at large. It is like trying to settle difficulties in Europe at the point of the bayonet. Arbitration and reason will bring much better results.

A number of years ago the salaries of the Chicago teachers were materially reduced, the cry being that the Treasury was depleted. The teachers of that city, through organization and effective and persistent work, showed conclusively where sufficient funds could be secured through proper taxation of certain large financial interests that were being allowed to slip by. When the true situation was brought to light, many hundred of thousands of dollars flowed into the Treasury. This move the Federation followed up, and during the last several years much has been accomplished for the teachers and schools of the city of Chicago.

It is however, as set forth in the December number of Common Ground published by the Massachusetts Federation:

"difficult to take a stand unreservedly for or against the Chicago teachers in their struggle to maintain their organization. It is fairly certain that the teachers are underpaid. It is equally certain that a just valuation of the leased school lands would tend to remedy this condition. Beyond this point opinions will differ. If all the Chicago teachers were united instead of the major part of them, it would be easier to reach a conclusion. Is not that the real point of value for us—the necessity for standing together in all our undertakings?"

It is perhaps unwise for teachers to affiliate themselves with labor unions as such. It is wise for teachers to organize themselves into clubs. The Teachers Club movement, as exemplified throughout various portions of our own state is suggestive of what should be done. Moreover, these clubs when federated, become a tremendous power. Much criticism is brought to bear upon labor unions even by members of the unions themselves. While the union has done much to advance the cause of the working man, even labor organizations are likely to become arbitrary.

Says Miss Caroline E. Harris, "Why the Chicago teachers unionize is more than an intensely interesting story. What would you have done had you been a Chicago teacher? Stripping the story of its local setting and its personnel, you can see a condition that exists, or might easily exist in any American city. The welfare of children as well as that of teachers will be secured everywhere when teachers and the public are actively intelligent in politics. Just as today, the California Womens' activities extend beyond the home, so the California teachers' activities must extend beyond the school room. The interest and activity of teachers organizations in educational progress and legislation is an evidence that teachers too live in the year 1916."

The Square Deal for October says:

"What value to the school teachers a unionization of their ranks would bring it is hard for any one who is unbiased to understand unless it be a desire to contribute their might to the coffers of the federation. Even in as strong an organized labor city as Chicago, the very large percentage of population is unorganized, and religious affiliations are not considered in selection of teachers. If such a thing ever happens there will be more discord and dissention than has ever been felt in that city. It will introduce a discordant element that it will be impossible to measure. When those school teachers who are agreed and who desire to organize are allowed to become members of unions, the first step will be to force others to belong; following that would be the closed shop in which none but the members of the unions would be permitted to teach in the schools, and then probably a forced collection of dues, such as the miners desire under their check weigh system. There are many religious bodies which do not allow their members to belong to any secret societies. A closed shop of union school teachers would bring a religious dissension into the schools."

It is undoubtedly true that Board of Education members representing big-business interests may be inimical to the best interests of the schools. On the other hand, choice for board members may fall at any time upon those who will be swayed by the financial power. There is great danger of such people using their best endeavors in keeping down taxes rather than in promoting the interests of pupils and teachers. It is indeed true that the commercial and social interests are very many times at variance. What is needed is not so much the unionizing of teachers as the uniting of all educational forces. The plan here in California and the one now well under way in a number of states will ultimately bring a solution of this whole problem. The uniting of teachers clubs and the various teachers organizations and the centralizing of them into a state teachers' association, will ultimately make for legislation that shall be in the best interests of teachers, pupils and society at large.

For years school people have been contending that the best work cannot be accomplished by a teacher who is forced to handle 50 or more pupils in a room. Such a condition of things is bad enough when the pupils are all of one grade. How much worse is it when this number is divided among all grades from first to eighth as in some rural schools.

**Classes
Too Large**

At the recent convention of Superintendents at Detroit, Miss Bertha M. McConkey, Assistant Superintendent of the Springfield, Massachusetts, schools, said:

"It is time for the primary teacher to strike for her rights. The introduction of active work for the child in a room where there are 50 pupils becomes a farce. No teacher can adequately handle that number.

"It is all right for supervisors to plan all this ideal work to give the child more activity in the school room, but the poor teacher must be considered too. With the kindergarten teachers helping out as has been shown in the plan adopted by Cincinnati and other cities, the primary teacher is given a better chance, but 50 little children in 20 too many."

Much false economy is practiced in the name of education. Not only is it an injustice to the pupils when 50 are crowded into one room, but an injustice is done the teacher as well. More than this, returns on their investment cannot be secured to the taxpayers under such conditions. The purely individualistic idea in education is idealistic and eutopian. In rapidly growing centers especially, it is impossible to provide rooms and teachers for every dozen or fifteen children. There is a middle group here. Certainly Miss McConkey is right in saying that 30 is a sufficient number for one teacher.

In the primary grades especially it is the personal touch that counts. This the teacher cannot give if she has to "herd the children" as would a boy a flock of geese.

School people generally, whether teachers, principals or superintendents, understand thoroughly the need of classes of workable size. There needs to be an awakening on the part of citizens and taxpayers. There is educating to be done outside the school as well as in it.

We are heartily in accord with the resolution passed at the business session of the Department of Superintendence, which reads:

We affirm that the overcrowding of the elementary schools is a most serious defect, requiring, as it does, the individual teacher to be responsible for the instruction and the discipline of too many pupils. We believe that it is the part of educational economy to provide as speedily as possible for the abolition of this practice.

Attention in California is being strongly focused upon the possibilities of visual education. The San Joaquin valley is developing its civic center work largely through the medium of visual instruction. Los Angeles county, with \$10,000 to start the work and with a Director of Visual Education, will be a proving ground. The University of California is rapidly adding to its facilities for visual instruction.

Attention is called to page 228 of this issue, where will be found a list of manufacturing firms from whom educational films may be borrowed.

IMPROVING THE RURAL SCHOOL

BY ELIZABETH E. KIPP

STATE NORMAL SCHOOL, LOS ANGELES

LAST December I obtained leave of absence from the Normal School, and January second, started on a three months' trip. During this period I visited and studied rural school conditions in nine counties, making an intensive study in four. My original plan was to spend a week in each school. I found I could get a more comprehensive view of the field by dividing the week between two schools whose community conditions were similar. This policy I followed whenever roads and weather permitted. The schools I studied were, with one exception, taught by graduates of normal schools and colleges.

Before starting on my trip I secured the co-operation of four county superintendents. My part was to study the schools and conditions and to help the schools by giving suggestions and by teaching. They agreed to bespeak me a boarding place near the school, and, to provide, for my study, the largest one-teacher schools, with as great type variations as their counties possessed. The superintendents fulfilled their part of the bargain, for I ran the complete gamut of communities, buildings, pupils and teachers.

PREPARATION OF THE TEACHER

Of the needs of the rural school, the preparation of the teacher is the most important. Let us here consider the college or normal school graduate only. How is a young man or woman trained only for city school work to handle successfully the rural school? Many a young teacher has never been inside

a rural school until the day she enters upon her duties as teacher in some country school of eight grades.

The normals and colleges are preparing their graduates for grade school positions. Only a few such training schools have access to rural schools for demonstration and practice teaching. Is it fair, then, to expect a novice in the profession, to become an efficient rural teacher in her first year? We expect of her the impossible and wonder at her frequent failure. Is it not possible for our county and normal school boards to work out a plan, whereby the student teacher may be trained to cope successfully with the rural school problems without exploiting the country child?

After my study of the teacher during her first two years of work in the rural school, my conclusion is, that every normal and college should have its course so arranged, as to give its students opportunity to observe teaching, and to obtain practice in rural schools. Only by so doing can they adequately prepare their graduates to teach in the rural schools of California. Student-teachers usually cadet in city schools. Naturally they feel capable of filling grade positions. No wonder then, that the majority try first to locate themselves in the city, and only after failing in this, do they apply for a country school. With their eyes and minds still on the city "job", they, at the earliest opportunity, accept a mediocre city position in preference to their remunerative country one with its endless possibilities. As their training has

led them to think in terms of the graded school, they are blind to their opportunities in the rural district.

Some plan should be formulated whereby student-teachers may practice in a rural school. Why is it not possible for a sufficient number of one- and two-room rural schools to be used for demonstration purposes? Iowa State Teachers College has nine such schools. Can we in California afford to lag behind in the preparation of our teachers? Let the county superintendents have their strongest rural schools used by the normal as practice schools. It might be arranged that the normal school pay part of the teacher's salary.

After the student has taken the rural teacher's course in the normal school, she might work for a month in one of the demonstration schools as assistant to the regular teacher. Thus would the county school receive help and inspiration from the normal; the best methods of teaching rural schools could be worked out by the normal faculty; and the student-teacher would learn rural problems through actual experience. In this way would the rural school come into its own, as our best teachers, seeing the chance of personal growth which the rural school affords, would strive to get such positions. The superintendent and trustees, now compelled to select a teacher on the basis of correspondence and photograph, could make such selection after personal interview.

SUPERVISION

The second need is that of rural school supervision. So much has been written and said upon this subject, that it is an old story. Nevertheless rural supervision in California is still in the future tense. Everyone must acknowl-

edge that the rural teacher needs encouragement and practical help as much, at least, as the city teacher. The latter has one grade; the rural teacher has all grades. The city teacher has associate teachers, supervisors, a principal and superintendent to guide her; the rural teacher has a superintendent who makes an annual, or semi-annual visit, which may embarrass more than help her, if she is new at the business.

Of course, we hear much said about its being good, for the novice in teaching, to be flung upon her own resources, and being allowed to work out her own salvation. But do any of you who have worked with young teachers, in their first schools, really believe it?

The already overworked county superintendent cannot, with the great field he has to cover, give his teachers the assistance they need, and which he would gladly furnish. The county superintendent requires assistance, and the county schools and teachers are indeed "shouting" for it. Many a failure during the first year of teaching could be prevented by a little supervision of the right kind. The pride of the girl and her reputation as a teacher could be saved if some big-hearted, broad-minded supervisor happens along at the psychological moment, and helps the teacher to turn the seeming defeat into victory.

How many city teachers look back upon their country school experience as a horrible nightmare, and say, "Never would I want my worst enemy to go through that trial. Through ignorance of rural conditions, I didn't know what to do, and I was afraid to ask the trustees for fear they would think me incapable. Then the superintendent never got round to see me until

about Christmas." Only by assisting the young teacher in her first year in the rural school can we hope to win her return; and only by retaining her for a number of years, in one school, can we expect to raise the rural school standard.

VISITING DAY

My third and last point is that of a Visiting Day for rural teachers. The majority of teachers, upon being asked if they had ever seen another rural school in operation, replied in the negative. In my ignorance I advised their visiting a nearby school, at their earliest opportunity. They looked at me in surprise, and said, "We are not allowed a visiting day. We would have to get the trustees' permission, and later make up the day." "But," added each girl, "I would be willing and glad to make up the time, if I might go." Why is it that, in many cities, teachers are allowed or required to take an annual, or semi-annual visiting day, while the country teacher, who needs the opportunity so much more, never receives it?

As a young city teacher I gained so much help and inspiration from my semi-annual visiting day, that I plead for it, for the rural teacher. It meant more to me than the three days spent at the annual institute, so it seems reasonable that it might mean the same to her. Everyone should have the chance to see another work under similar conditions. The carpenter, the machinist, the salesman, all have the chance to measure their success or failure by comparative study. Yet we entrust our most precious material, our country children, to the inexperienced teacher, and deny her the privilege of measuring herself up with her peers.

During my trip, I worked with some splendid rural teachers and with many timid, discouraged ones. Why could not the county superintendent suggest to the latter a strong school in her vicinity, where a day might be profitably spent? The discouraged sister would be grateful for the opportunity, and would certainly show her appreciation by renewed effort and zeal in her work. The strong teacher, realizing the compliment of the visit, would do all in her power to assist her visitor, by giving away all her little secrets of success.

If visiting days were in vogue in the country, such a situation as the following reveals would be an impossibility:

It was my custom, after visiting for one day in each school, and talking over the work, the children, etc., with the teacher, to say, "Is there anything that you would like me to teach tomorrow?" You will be surprised when I tell you that several said, "I wish that you would teach all day for me. I have never seen anyone teach a rural school."

I desire to express my sincere thanks to Miss Lehner, of Santa Barbara County; Mr. Reynolds, of Ventura County; Mr. Chenoweth, of Kern County, and Mr. Shibley, of Imperial County. Without the cooperation of these progressive county superintendents, my trip would have been an impossibility. I am filled with enthusiasm for the rural school and its possibilities. I trust that our teachers-in-the-making will catch this enthusiasm, and prepare for the country rather than for the city school.

National Education Association
meeting, July 3-8, New York City.

THE STATUS OF RURAL EDUCATION IN A CALIFORNIA COUNTY

BY W. E. BAKER

STANFORD UNIVERSITY

DURING the month of February of this year a questionnaire was sent to the 147 teachers of the one and two-room schools in a county north of San Francisco Bay. 68 replies were received, 5 from men and 63 from women. Of those replying, 52 were born in California, in Ohio 3, Minnesota 3, Wisconsin 2, Illinois 2, Nevada 1, Missouri 1, Iowa 1, Ireland 1.

The medium age of these teachers was 24 years, the youngest being 20 and the eldest 75. The average age was 28.7 years. Their teaching experience ranges from 1 month to 31 years; 22% of them are teaching for the first time. Their range of experience shows that 14 have taught less than 1 year, 13 from 1 to 2 years, 9, 2 to 3 years, 13, 3 to 10 years, 10, 10 to 20 years, 5, more than 20 years. The average experience for these 67 teachers is 6.5 years.

38% of the teachers are serving their first year in their present position, while 13.5% of them have taught 5 years or more in the school in which they are now employed. The average time for one school to employ the same teacher is 3 years.

36 of the teachers received their elementary schooling in the county in which they are now teaching. 1 has never attended high school, 4 are high school graduates, 46 have attended Normal, 16 have attended University. The average number of years of training beyond the elementary school is 5.2 years.

As so many of the teachers are local girls, it is no surprise to find that 36 of the teachers board at home, 11 of them in the district in which they teach, and

25 in nearby districts. 29 board in the district, but not at home, while 2 board neither at home nor in the district. 46 leave their districts over the week end at least part of the time. It is not surprising, then, that 55 report that they do not attend church or Sunday school in their districts.

There are 1793 pupils attending the schools reporting. The pupils per teacher vary from 5 to 50. 22 of these 1793 pupils are reported as stutterers, while 101 are reported as being frequently ill. But 22 of the pupils are reported as wearing glasses. Under average circumstances one would expect to find 15%, or 269, of the children with defective vision. Many of the children are evidently suffering from poor eye-sight and should be given immediate attention.

In order to hear the various grades recite, one teacher has 73 recitations each day. The lowest number of recitations heard per day was 12, but this teacher has only 4 grades in her care. The average number of recitations heard each day is 30. It is not surprising that the rural teachers stay but a short time in these schools where their day is completely filled in hearing the pupils recite. Besides hearing so many recitations each day, 54 teachers have literary programs to celebrate holidays.

53 of the classrooms are equipped with individual desks, but 15 of the rooms still have the old double desks of the last century. 54 of the rooms are supplied with cloakrooms, while 14 report none at all. The lighting of the rooms is varied, but one room being correctly lighted. But 1 room has windows on 1

side only, 49 rooms have windows on 2 sides, 17 on 3 sides, and 1 on 4 sides.

Water is supplied to 40 schools from wells in the school yard; 6 schools have their water piped to them; 11 schools obtain their water from nearby springs; 6 of the schools have to carry their water to school in an open bucket or in bottles. 33 of the school grounds were reported as being in good condition; 14 were classed as fair; and 16 were reported as poor. 36 of the schools had school gardens. 5 of the schools have but 1 out-house for both boys' and girls' toilets, while but 1 school has flush toilets. 30 of the toilets were in good condition; 21 were fair; 7 were poor; while 3 were in a "terrible" condition.

30 of the schoolhouses were used for school purposes only. Elections were held in 14; Sunday school or church in 7; Civic Center meeting in 4; entertainments and other meetings in 6; and dances in 2.

The average salary of the teachers is \$700, the lowest being \$520 and the highest \$900. There is a negative correlation between the salary received and the length of training the teacher has had, showing that but little account is taken of the teacher's training. A great deal of stress is placed on the experience of the teachers, however, for the correlation between the salary received and the teaching experience is $+ .55$, a rather high correlation.

THE RURAL SCHOOLS OF HAWAII

BY VAUGHAN MAC CAUGHEY

THE COLLEGE OF HAWAII, HONOLULU

THE Territory of Hawaii is politically an integral part of the United States. It is not a "possession" or a dependency, but came under the American flag through formal annexation. Geographically, it is of supreme strategic importance as the great Pacific naval base of the United States, commanding the trade routes of the North Pacific Ocean, and protecting the West Coast and the Panama Canal. The entire archipelago is about two thousand miles long, but the inhabited islands lie in the southeastern end of the chain, and Honolulu, the capitol city, is situated in Oahu, the island of the famous Pearl Harbor naval station, and the Gibraltar of the Pacific.

Honolulu, with a population of 55,000, out of a total island population of 200,000, is the only city in the Territory. The remaining settlements are small villages centering around the scattered plantations, little Hawaiian hamlets

along the seashore, and small camps and ranch houses. In a ward, outside of the city of Honolulu, the people of Hawaii live under rural conditions and are almost wholly dependent upon agricultural industries—sugar, rice, pineapples, taro, etc.—for their livelihood.

The schools of Hawaii are therefore, in the main, rural schools, situated either in the open country or near small hamlets, and concerned chiefly with the elementary education of the children of country-folk. Of the 167 public schools in the Territory, there are not more than 20 in distinctly urban environments, or with a school population that could be classed as urban; the remainder are rural schools. Hawaii's school problems, taken in the large, are essentially rural school problems.

The constituency of the rural schools, as of the city schools, is characteristically heterogeneous. An astonishingly

large series of races and inter-racial mixtures make Hawaii's schools a veritable Pan-Pacific melting pot. (1). Hawaiian, Chinese, Japanese, Korean, Portuguese, Spanish, Russian, Porto Rican, Filipino, German, British, Scotch, American, Scandinavian, and other racial types are represented in varying proportions. With these is a remarkably large per cent. of hybrids—"part Hawaiians" in the main, this phrase referring to the maternal ancestry. The remarkably polychrome and polyglot character of the school population places upon the schools, large responsibilities in the great work of "Americanization." This duty has been recognized for many years, and has found expression in definite programs of elementary civics and American history and political institutions.

The sites of the rural schools, with reference both to sanitary and aesthetic surroundings and to the local contributory population, are with few exceptions excellent, and compare most favorably, as do the buildings themselves, with country schools in many parts of mainland United States. The school-houses are neat, attractive frame structures, of the bungalow type, with ample window space and good interior arrangements. The delightful equable climate renders heating devices unnecessary. Due to a rapid increase in the school population during the past few years, many of the schools are more or less seriously overcrowded, but this condition is being remedied by the erection of new houses, and by adding rooms to existing buildings. The increase in enrollment for the Territory, during the decade ending with 1914, was 88.50%, and extensive additions, both in room and in the teaching staff, have been

necessary to meet this rapid growth. The expenditures for new buildings, during the three years, 1912-14, amounted to nearly \$450,000; this for a total school population of about 25,000 children.

The country school children come largely from the homes of plantation laborers. Upon completing the elementary school course, (attendance is compulsory from 6 to 14 years of age), the majority of these children must look forward to earning their own living by manual work. These conditions have given a strong vocational bent to the curriculum of the upper grades (2). The pre-vocational training given in these grades includes agriculture, carpentry, cooking, lace-making, weaving (Pandanus), sewing, blacksmithing, printing, gardening, raising sugar cane, painting, paper cutting, and other types of manual work. There is a commendable tendency among the country schools to specialize in these various lines. One school maintains a printing shop, another a poultry farm, another a patch of sugar cane, another a carpentry shop—doing a few things well, rather than attempting a diffuse and smattering schedule. A number of the manual shops, kitchen, laundries, etc., in Hawaii's rural schools would do credit to the schools existing in older and more densely populated parts of the United States.

Today in many of the country schools this program is being carried into effect; the boys and girls are actively engaged in definite pre-vocational work; and the school curriculum is organically knit into the life and industries of Hawaii as never before in the history of this beautiful mid-Pacific bit of the United States.

1 See author's article, *The Race Factor in Education*, in the *Educational Review*, 1909, vol. 38, pp. 191-193.

2. See the author's article, *Vocational Work in Hawaiian Schools*, in *The Southern Workman*, vol. 44, 1915, pp. 684-90.

NORTHWEST VS. SOUTHEAST

BY HON. EDWARD HYATT
SUPERINTENDENT OF PUBLIC INSTRUCTION

EVERYONE knows that California is a state of wonderful variety and sharp contrasts in soil, surface, elevation, vegetation, products and occupations. Never was it brought out so clearly to me, as, when a trip to Del Norte County, in the extreme northwest corner of the state was closely followed by a similar journey to Inyo County, in the southeast. If the geography class could have gone along, what a splendid time they would have had and how they would have enjoyed the object lesson upon outdoor California!

RICHEST LAND IN CALIFORNIA

We left Sacramento, taking an electric car fifty miles to Stockton, where we caught a train on the Santa Fe Railroad to Mojave. This carried us south and southeast across the vast level plains of the San Joaquin, that richly productive region called the Delta, where potatoes, celery, asparagus, beans and deciduous fruits are raised in enormous quantities and at good profits. The Japanese are fast getting hold of this land, the most productive of the state. The Delta country is mostly reached by the boat traffic on the Sacramento and San Joaquin Rivers and the sloughs that connect them. If one takes a boat trip he is astounded to see so large a traffic up and down composed of Japanese. It almost looks as if one were in a foreign land.

RISE INTO THE VALLEY

We are soon past the Delta region and slightly into the San Joaquin Valley proper. Modesto, the county seat of Stanislaus County appears. This is one of the chief dairy counties, due to its abundant water and its great crops of alfalfa. When the railroad was being built it was

proposed to give the name of one of the high officials, to this station; but he protested so vehemently that it was given up and his modesty was recognized instead of his name, by calling the town Modesto, the Spanish form of the word. The next county south is Merced, which means Mercy. Its county seat is merciful also, and its great crops are alfalfa, sweet potatoes, watermelons, and fruits. Following this is Madera, which means brown, the town and county having the same name. This is a county of rich vineyards and great wineries. It also has great forests of pine in the high mountains to the East, and the lumber is fired far out into the middle of the level valley by a long flume. Both Merced and Madera are points of departure for Yosemite Valley, less than a hundred miles away.

TREASURE TROVE IN OIL

Then comes Fresno city and county. Fresno is another Spanish word and means ash. This is one of the great counties of the state, both in size and importance. Its abundant crops of raisins and figs have drawn in a foreign population, particularly Armenians. There are many Russians, too. One school in Fresno has 20 nationalities represented.

South of Fresno county comes another great commonwealth, Kern county, the second largest in the state, with an area of 21,000 square miles. Its chief products are cattle, sheep, alfalfa, and oil. Bakersfield is the chief city and county seat. The oil derricks can be seen covering the bare hills like a forest. Each well costs thousands of dollars. One of the most

famous is the Lakeview Gusher, which sprayed the whole landscape for miles round with a black coating of crude oil and which yielded 50,000 barrels per day! Three barrels of oil is equal to a ton of coal. Great pipe lines carry this liquid fuel across country to the sea, whence it is carried by ships all over the world. I saw a pump on one of these pipe lines that sent a barrel of oil for 20 miles at every stroke, and that went at the rate of 14 strokes per minute. Two men and two mules with a wagon would need to work hard all day to do what this pump does in a minute.

OVER THE RAMPART

We speed away southward from Bakersfield, rising in altitude as we go, for we are approaching the head of the valley, where the Tehachepi Mountains bridge across from Sierras to Coast Range and bar the way. Both the state highway and the railroad must climb up 4,000 feet to get over into Southern California. The highway goes through the Tejon Pass and the railroad over the Tehachepi Loop in the Tehachepi Pass. Then we plunge down through the mountains, through tunnels and over bridges and out upon the Mojave Desert to the town of Mojave, which everybody calls "Moharvey." We have now been on the road twelve hours. We have traveled south all day, turned around the southern end of the Sierra Nevada range, and now turn north again on the other side of the mountains. The train travels all night across the desert and reaches Owens in the morning. This is in the Owens Valley and in Inyo county, and its name is artificially compounded from the two.

ACROSS THE DESERT

Here by automobile we embark for Independence, the county seat. The altitude is about 4,000 feet and the air is

bright and frosty. We have to wrap up our ears and put a blanket over our feet. Not a drop of rain has fallen for months. The roads are all deep, coarse, dry sand, and the machines dare not leave the tracks for fear of "miring down." In two miles we reach Lone Pine. Then on we go 16 miles further, to the county seat, where the Institute is all ready to convene and is waiting for us.

Owens Valley is a long, broad, sandy plain, bounded on both sides by steep mountains. Its towns are strung along for 60 miles on the westward side, immediately at the base of the almost perpendicular rampart of the high Sierras. Lone Pine, Independence, Big Pine, and Bishop are the largest. Strong, cold, clear creeks gush out of the mountains, yielding electric power and water for irrigating. The rainfall is only four or five inches per year. Cattle raising is the chief industry, but alfalfa and honey are produced. The honey for some reason is peculiarly hard and stiff, almost like taffy, but yet clear as crystal and of delicious flavor.

Out near the center of the valley is the Owens River Aqueduct, a great ditch that carries water to Los Angeles across the desert 250 miles away. This is one of the most stupendous works ever undertaken by man, and cost \$20,000,000 dollars.

OUTDOOR GEOGRAPHY

The teachers of Inyo county certainly have a fine chance to teach physical geography and illustrate their lessons by practical outdoor examples. The nearby mountains rise to about 14,000 feet, and mark the edge of an old earthquake fault. The Alabama Hills are said by geologists to be the oldest in the nation. The earthquake of 1872 was a thrilling event. For days the earth continued to be convulsed

every second, with loud explosions every minute. For many weeks the shocks continued daily and hourly. The cattlemen were busy pulling their animals out of the cracks. Great rocks shaken off the high mountains would go bounding down the steep slopes, the friction generating big flashes of heat and light that would stam-pede the cattle and send them galloping wildly toward the brushy thickets of the river. Ponds and lakes can still be seen in the hollows and crevasses formed at that time. What would have happened had it been in a great city instead of a lonesome cattle country, with a few wooden shacks here and there?

SNOW STORM ON MT. WHITNEY

Owens Lake has no outlet, and its water is evaporated for its residue of soda, which is shipped out by the car-load. The falling streams generate so much electricity that it is sent away in quantities, far out on the deserts of Nevada, to the mines of Tonopah and Bullfrog, and to the towns of all Southern California as far as the Mexican lines. When the great rain storms of the western counties occur, the clouds pile up above the Sierras, float out a little way over Inyo county and dissolve into

thin air—as if a giant hand, grasping a huge dripping sponge had passed eastward over the state, squeezing as it went, until all the water was out and the sponge dry just at the top of the mountains, with none left for Inyo. One evening while we were there the clouds suddenly streamed up over Mt. Whitney, hung a little above the range and disappeared. With us the stars were brilliant and the whole earth as dry as tinder—but in the morning the mountain sides were a marvelous sight, all covered with a white and shining glory of fresh snow, as far as eye could carry.

THE FINAL CONTRAST

At Independence, then, our journey ends. The contrast of the two counties is complete. Del Norte, low, foggy, shaggy with forests, with 75 inches of rainfall, engaged in lumbering and dairying, eating crabs, clams, fish, mussels from the shore when they like. Inyo, high, clear, treeless, the dust flying to Heaven, 5 inches of rain, raising honey, electricity, and beef, and eating pinyon nuts, trout, sage hens, when they choose. Both in California, and both peopled with kindly, whole-souled, hospitable people, the best in the world.

REFORMS IN DEBATING

BY L. L. BEEMAN, SAN BERNARDINO

The State League rules prevent coaching. I have often felt that the rules were a little too strict in not even allowing a coach to pass judgment on the value of a certain argument. I feel that one of the best ways for a pupil to learn how to select the facts and arguments is to have some one point out the strong and weak places. Yet it is so hard to draw the line at any definite place; it may be best not to allow even this much help. A still more serious practice on the part of some schools is to have two

or four debaters do all the debating. There have been cases where schools found they had two very strong debaters. These two would be excused from practically all other school work and do nothing but debate, so that the championship might be won by their school. I am heartily in favor of the rule that no debater shall be allowed to take part in two debates in succession. It is the training that is important, not winning the debate.

HIGH LIGHTS ON EDUCATIONAL ADVANCE

Opinions Expressed at Department of Superintendence, Detroit

Efficiency Tests

STUART A. CURTIS

DEPARTMENT EDUCATIONAL RESEARCH
DETROIT

We are not trying to speed up pupils, or press them beyond their inherent capacity through the system of efficiency tests, but we are trying to determine grades of work to be expected at various stages of a child's development as against the present notion of grades of children. We are trying to make it possible for pupils to work at their levels of ability and maturity rather than according to the arbitrary age classification.

Differentiation vs. Essentials

WILLIAM C BAGLEY

UNIVERSITY OF ILLINOIS

Forcing vocational training on children around 12 years old is taking them when they are too young. Those who favor this plan do not favor it for their own children. Children of those who favor this plan usually are destined to follow the white collar callings.

Vocational training of very young children is favored largely for poor men's sons and it tends to Europeanize our school system and do away with the very spirit of democracy. It tends to make the trades and the crafts descend from father to son. Organized labor has taken a stand against it, and justly so.

To maintain ground for the common meetings of points of view, there should be uniform courses of study up to the age of 14 years. These uniform courses should include only those studies most valued and most fundamental in our civi-

lization. Cultural fundamentals are as much the birthright of the son of the poor man as they are the birthright of the son of the rich under our theory of government. I am bitterly opposed to the theory of those who argue that the sons of the rich receive benefits or cultural training, while the sons of the poor are fed on bulletins from the pig pen.

Six and Six Plan

CHARLES H. JUDD

UNIVERSITY OF CHICAGO

Our eight-year school is a device borrowed from Europe. It is designed for the poorer classes and is marked off sharply from the high school.

The child, when it reaches the fourth or fifth grades, has a personality and begins to express itself. No matter whether we like it or not, it has opinions and thoughts of its own. At the period of adolescence, the child is ready to assume responsibility.

No matter whether we like it or not, the child in the seventh grade is an independent individual. That school is administered with intelligence which recognizes the fundamental principle of individual difference.

While there is marked reorganization in the high schools, under the present plan, elementary subjects are kept in use too long. Many colleges are endeavoring to evade the issue by forcing the high schools to do more work.

The six-year high school holds children in school, equipping them for life in accordance with the laws of nature. This is a great social fact and he who opposes it, must answer to society.

Real Education

MISS HARRIET FULMER, CHICAGO

Book knowledge isn't everything. It's when we start talking of the general milk supply, the water, food and housing, and, first of all, personal hygiene, that we begin to strike at the heart of things for the child.

Individuality

J. H. FRANCIS

SUPT. LOS ANGELES SCHOOLS

Education does not consist in bringing all children to the same standard at the same time. It is ridiculous to suppose that all children of the age of six years will read a certain amount of printed matter with the same degree of efficiency. The mother of six children doesn't worry if one of her brood doesn't begin to talk as early in his development as the others. She knows they can't all be expected to develop at the same time.

Reverse Present System

ABBY L. MARLATT

PROFESSOR HOME ECONOMICS
UNIVERSITY OF WISCONSIN

The earliest instinct of childhood is to make mud pies. This, to my mind, is proof conclusive that our system of making sewing a fifth and sixth grade subject and cooking a seventh and eighth grade subject is all wrong. Psychologically, the child is ready to study cooking before it is ready for sewing.

The child's first interest in the work of the home manifests itself in the desire to help mother on baking day. We educators should study these instincts and the time of their development, then model our educational systems to present

subjects at times when children naturally are interested in them.

A further monstrous defect of our present system of education is the effort to lay the basis of a cultural education in the elementary and high schools. The aim of the first 10 years of education should be to produce a proficient, efficient worker. Strictly cultural subjects and emphasis on the cultural side of practical subjects should come later.

In the early years all subjects should be given an immediate application with pupils. Instead of doing that, our present system crams abstract ideas into the heads of children who are eager to see results and gives technical training to young adults who are eager for abstract thought and capable of grasping it.

Professional Study

G. W. A. LUCKEY

DEAN, GRADUATE SCHOOL OF EDUCATION
UNIVERSITY OF NEBRASKA

It is the function of the graduate school of education to give dignity and productive scholarship to the teaching profession; to add to the sum of human learning; to encourage scientific research in education; to create a more intelligent and more efficient body of teachers; to direct educational investigations and school surveys, both state and national; to furnish inspiration and guidance to normal schools and undergraduate schools of education; to encourage able schoolmen to make use of its laboratories in carrying on investigations that may prove of value to the profession; to become a source of supply of the best trained teachers; to prove the fallacy of the thought that scientific research and productive scholarship are incompatible with the best teaching ability.

Normal Schools

WILLIAM B. OWEN

PRINCIPAL CHICAGO NORMAL TRAINING
COLLEGE

Normal schools and city training schools for teachers are both remiss in that they fail to assert themselves as important parts of the whole educational problem.

A great deal is being said of the modern socialization of schools, and yet the normal schools are not attempting to assume the leadership in this departure such as naturally belongs to them.

Women in Education

JESSIE M. HIMES

PRINCIPAL CHARLEVOIX COUNTY
NORMAL SCHOOL

A preceptress is needed in every high school and a law to this effect should be obtained in every state. The contest between men and women for executive and administrative positions in educational life is yearly growing more keen. The conservation of the human race is the thing nearest to every woman's heart, and the place of woman is anywhere and everywhere that she can best do this. Women are said to be most efficient in the work that is wholly under their control, as in the primary school and kindergarten. They are also successful in higher positions, such as State superintendents.

Men as English Teachers

D. W. MURDOCH

PRINCIPAL MC MILLAN HIGH SCHOOL
DETROIT

The best way to teach a boy English is to make him ashamed. Does that sound reactionary? He should be made aware of the crudities of his speech due

to environment, faulty training or carelessness. If he says "ain't" or "had ought," he should be made ashamed to continue. The crudities should be thrown off by painful persistence.

English is a man's job. The reason is apparent to the most casual observer. The teacher must recognize Johnny's cravings for the composition and the subjunctive mood. He does this through his own experience and knows that the prod must be used as well as the soft pedal. A boy will suffer a larger dose of syntax from a man than from a woman.

A year ago, a modish maiden of 16 came to us and asked to be enrolled in the high school. With misgivings, a course was arranged for her. English was one of her subjects. She used language directly and not to conceal thought.

"I don't know whether I can get onto that bunk or not," she said.

What an opportunity for a lecture, what an opportunity for correction, but the teacher, a man, replied, "Forget it, kid, sure you can. It's a cinch. Get down to biz and show us the goods. She's with us yet, and, while she still shines somewhat brilliantly as to dress, her lingo has shown a wonderful improvement.

Teach Spanish

GOV. M. G. BRAUMBAUGH

PENNSYLVANIA

What is needed in the schools of the United States today is the training of the pupils for greater commercial usefulness. The fact that they are not being so trained has been evident for years, and suggestions have been made from time to time as to possible remedies.

Few people today seem to realize that more than 10 per cent of the nation's population are Spanish-speaking, and

that a large share of the country's commerce is with nations of that descent. For a long time I have advocated the teaching of Spanish in the public schools, and I am still a firm believer that it is one of the requirements in the preparation of the student for valuable service in the commercial world.

Education and Democracy

HON. FRANK B. WILLIS
GOVERNOR OF OHIO

American public schools are melting pots of the nation, the real creators and bulwarks of democracy. Let the schools continue to teach the value of hard work, honesty and optimism.

Educating the Unfit

HON. W. N. FERRIS
GOVERNOR OF MICHIGAN

We are pampering the excessive baggage on the human race; we are catering too much to the unfit in our schools and in all departments of life.

Shelving the Superintendent

JOHN F. KEATING
SUPERINTENDENT SCHOOLS, PUEBLO,
COLORADO

Is there anything more cruel than the manner in which some cities release their teachers in wholesale lots after a new school board has been elected? The new school board comes into power with little knowledge of the value of certain teachers. But its members think it is necessary to make a few changes. Soon word has been passed about the city that the superintendent of schools has been "let go." Of course, the public doesn't know why, and often the superintendent doesn't know why except that a politician had an axe to grind.

The Superintendent of Schools

THOMAS W. CHURCHILL
PRESIDENT OF NEW YORK CITY
BOARD OF EDUCATION

I have known superintendents who set great store by organization. They made and tended systems. Of what use is an organizer who fails to produce anything that is worth organizing? Our school system is wonderfully provided with good roads laid out by superintendents, but the highways don't lead where the children have to go. The expert roadmaker, the skilled organizer, is in great danger from his own ability. Often the people of his system will travel more joyously and arrive more quickly at a more desirable place on paths of their own making. The organizer runs a great risk of becoming a driver. He mechanizes education too much, therefore he dehumanizes it. Maybe some parts of the country need more organizing power in their superintendents. Those I have seen ought to soft-pedal their organization for a while and use the human stops a little more. Let us have a superintendent who can organize, but let him first be a man.

The educational work in each locality is greater than one superintendent can do. There must be a large number of hearty people uniting for the common good. No mere scholar, no organizer, no one full of the ambition of personal leadership can get hearty and efficient service out of these people. Back of scholarship, formation of plans, and desire for leadership, is the great inspiring hope which constitutes the essence of teaching, mainly that the nation shall grow in wisdom, in loyalty, in generosity, in the great qualities of manhood.

SCHOOL BOARDS

BY HON. P. P. CLAXTON

UNITED STATES COMMISSIONER OF EDUCATION

I believe in having a board of education that will represent the whole city. The members should be elected from the whole city, and not from wards, and the board should consist of from five to seven members, but never nine. The ideal board is seven members.

I do not believe that you should have professional men on the board, especially teachers, but strong men and women of the business world—laymen if you will—and then they will not be tempted to meddle with the duties of the superintendent.

And if you have a small board of these men and women of the business and commercial world, they will sit around a small table and listen to the needs of the school system, and not be tempted to

orate and parade themselves on every occasion before their constituency.

Our school boards should not only be small, but they should not be divided into committees that wrangle with one another. We should hire in each city a superintendent in whom we have confidence, and should turn everything over to him, and pay him enough if he makes good.

School Boards

BY MARY C. C. BRADFORD

SUPT. PUBLIC INSTRUCTION, COLORADO

We should not elect a board of education by wards, but by intelligent people who have the interests of the entire city at heart. We want better principals, and the right kind of people on our boards, and then we will have proper education.

NORTHERN SECTION NOTES

BY J. D. SWEENEY, RED BLUFF

Northern California is waking up. In fact, it has to do so, so fast are schools growing, and so rapidly are advance movements being forced upon the public. Vallejo is crying for aid to furnish adequate room for her schools, and is advocating a large bond issue. Superintendent Hughes is kept on the run to house the children of the Capitol City, and that with what is probably the finest grammar school in the state just recently opened for use.

In Chico, C. H. Camper is also wrestling with the problem of stowing away twice as many students in his high school as the school was built for, not to mention needs in the elementary schools. Woodland proudly points to the most up-to-date school plant in

this part of the state, if not in the entire state, with her new high school, and two new lower schools.

Red Bluff has just let the contract for a new high school, which is expected to be ready with the fall opening. A vote for extensive repairs on the grammar schools of the same city has been taken and there will be lots doing in that city this summer in the way of school work.

Red Bluff has a grammar school band of thirty, sixth, seventh, and eighth grade boys that would do credit to a larger school. If you do not believe it, pay their way to your city and have them give a concert. The high school band of the same city is of first rank.

LESSONS OF THE WAR

BY PRESIDENT NICHOLAS MURRAY BUTLER
COLUMBIA UNIVERSITY

I AM convinced that the present war in Europe is not the result of the ideals of any one people, nor the result of the leadership of any one man or set of men. It is, rather, the result of a perverted notion of nationalism that has been growing up in the world for the last 1000 years. The building of nations as an end in themselves gives the clue to the present great cataclysm of men and arms.

For my part I have the faith to believe that the world is going to profit by its present dire experiences and that we are going forward to a time when men shall work together, plan together and play together regardless of the too restricted, narrow views of nationality that prevailed in the past.

If we learn the lesson of the war it will act as a great purifier of thought and aspiration and we, and all people, will go forward, not to nationalism, but to a new internationalism such as the world has never seen.

When God wipes out, He is getting ready to write, to write a new lesson in human ideals and aspirations. Not alone nationally, but religiously, we shall be improved if we learn to cease worshipping a national or tribal God and learn to serve the God of all.

It seems to me that the American nation, with all its acknowledged imperfections, has at this time a contribution to make to the world that will be epochal in its effect. We have learned, as the world may learn, that people of diverse language, customs and religions may dwell together in peace under one flag providing each is given its due rights.

We have developed great leaders whose thought and opinion all the world may well receive. We ask the nations of the world to take Washington and make him theirs; we ask them to take all our leaders that have done so well in developing the principles of federated unity and follow them in the cause of civilization of the world and the eternal betterment of mankind.

PEACE DAY, MAY 18

BY FANNIE FERN ANDREWS
SECRETARY AMERICAN SCHOOL PEACE LEAGUE

Our task is to strengthen public opinion, which is the only practical sanction for international law. Nothing is more conspicuous in the present war than the sensitiveness of the belligerents to the charges of violations of treaties and the established law of nations. No breach of international law in this war will pass unnoticed. The combined action of modern powers, represented chiefly by the Hague Conference, has developed this

sense of responsibility—a great step in world progress; and it is not a mere supposition to expect that one outcome of the peace settlement conference will be the recognition that violation of international law is a legal injury to every nation.

Of all the institutions working for the unification of mankind, the school stands first. The observance of May 18th this year offers one means of stimulating the desire for law and order.

HEARD AT CENTRAL SECTION MEETING

Correlation in Science

J. A. BIRCHBY, HANFORD, CAL.

A closer correlation between recitation, laboratory, and problem work, would tend toward greater efficiency, toward less wasted effort for pupil and teacher. For example, some subjects may best be taken up first in the laboratory, some may well be left entirely for laboratory treatment, and some may profitably be used in place of class-room review. A careful distinction should be maintained in the minds of both teacher and pupil between experiments whose main object is to familiarize the pupil with phenomena to be discussed later, those whose purpose is to illustrate some physical law already given, and those more nearly approximating the conditions of original investigation. The pupil should be encouraged to employ his own method of attack, especially in the last named class.

Student Finances

HARRY M. SHAFER,

PRINCIPAL HANFORD UNION HIGH SCHOOL

When comparatively large assets are accumulated, as a result of good management and large patronage, or from other causes, they become a temptation to extravagance or wastefulness, or even to worse. The opposite result is sometimes registered. Expenditures are not kept within the limits of earnings and debts are contracted beyond ability to pay. A situation that is embarrassing to all concerned and that makes business people lose confidence in the management of

high school student financial affairs too often results in either case.

Commercialism and its attendant evils in both high school and college activities are to be deplored. Any plan that will eliminate them, and that, at the same time, will supply the students with training in the numerous activities that count so valuably in later life is worth considering.

A faculty member, or members, can be held responsible for the management of all funds, for reports on same, and for satisfactory business methods. The adolescent has not developed the judgment, nor has he had the experience, which will enable him to manage funds ably and well without such wise guidance.

Vocational Guidance

F. O. MOWER

PRINCIPAL HIGH SCHOOL, MADERA

In spite of all the tests that psychology has produced, when we attempt to fix by vocational guidance the career of so complex a thing as a personality, we are in no better position than the schoolmaster who advised his pupil not to study law. Even though we were able to analyze personality into its elements, we cannot determine which one of the many possible combinations of them will make for the greatest success in any one calling. How far the individual may vary from the type which the vocational expert may fix for any particular line of work, without making a failure at it, we do not know. Psychology cannot tell us. There are so many possibilities of compensation among the personal factors involved, that he is certainly a bold man who will stand

up and say to your boy or mine, "You will fail in this, and succeed in that. You are a natural born hod-carrier, or scavenger wagon driver, or shoemaker, or bricklayer, or farmer, or preacher, or teacher."

I can tell you what the children of this country need today more than expert vocational guides—they need a new set of parents; parents, who have spunk enough to crawl back upon the thrones in their own households, which they have completely abdicated in favor of their children; parents, who have energy enough to get their children out of bed in the morning early enough to wash their faces, comb their hair, and lace their shoes, without the school's being obliged to give them promotion credit for doing so; parents, who, when the shades of night begin to fall, look after their boys with the same degree of care that they would look after a bull pup, which they would chain up lest he would associate with the stranger curs upon the street. Then there would be a prospect of our getting into the schools the type of boy and girl that can be trained to do a man's job or a woman's job.

History and Democracy

C. E. RUGH, UNIVERSITY OF CALIFORNIA

The American school system developed from above downwards, or, as Dr. Bailey expressed it, the ladder of learning was let down from the windows of the University. The subjects in the academies and later in the high schools, were taught as preparatory to the higher institution. The report of the Committee of Ten dared to suggest that there were ideals and aims other than those of preparation for college. The Committee of

Seven, four years later, however, boldly stated that they 'undertook' to draw up a scheme of college entrance requirements in history." The report of the Committee of Five made little advance upon this position.

The Committee of Twelve had a different task, and stated quite a different aim. They said:

"We believe that a leading aim in history teaching is to help the child appreciate what his fellows are doing and to help him to intelligent voluntary action in agreement or disagreement with them. To accomplish these results, there must be continuous attention, in each of the grades to events in the past which the pupil can understand and also to contemporary problems suited to his intelligence. The various fields of human activity must be drawn upon for these events—political, industrial, social, educational, religious and no one of them should exclude the others."

This comprehensive statement marks the beginning of a new era in the teaching of history, if teachers accept it and act upon it.

This aim is stated in terms of action, life and human development, and is good for all the children of all the people, whether they are preparing for college or not. This aim will require history teachers to inquire into the fundamental nature of history and also into the fundamental nature of child development, and by this inquiry to develop valid and workable principles of, (1) Selection, (2) Organization of subject matter, and (3) A method of treatment suited to the stage of development of the learner.

To the historian any or every event may be interesting or of value. To the developing citizen of this democracy only the events that exhibit the human struggle for some form of freedom are of educational value. As the doctrine of evolution furnishes the principle of selection, organization and interpretation

in the realm of nature, so the struggle for human freedom furnishes the principles of selection, organization and interpretation of historical material for public school pupils.

Principles for vitalizing the subject of history are, (1) The subject matter and method of treatment must appeal to and exercise the learners' normal and fundamental interests; (2) The subject will be vital in proportion as it is related to the other activities of the learner in and out of the school; (3) History will be educative in proportion to its projective value.

The *learner's* appreciative experience for interpretation and application of historical material is found in the institutional life of the *learner*. The five historical institutions in the present and concrete experience of the learner are: (1) The home, (2) Organized Industries, (3) The Church, (4) The State, (5) The School. The study of the development of these five institutions will help develop and equip the learner for a normal, healthy, happy life in the democracy.

School Library Work in California

WILL C. WOOD

COMM. OF SECONDARY SCHOOLS

We have in California high school libraries today 375,000 books,—an average of about five books per pupil enrolled. The average per school is about 1400 volumes. Last year there was employed in these libraries 33 librarians, of whom 27 were giving full time to library work. The State Board of Education, recognizing the need for standardizing the qualifications of high school librarians and placing school library work on a profes-

sional footing—the same footing as teaching—has recently authorized the granting of a special teachers' certificate in school library work. It is hoped that this action will result in the elimination of book custodians without adequate preparation for library work, and secure for the larger high school libraries professional library service.

We have in California, 37 high schools having an enrollment of more than 400 pupils each. Each of these high schools has a library of from 2000 to 7000 volumes. In schools of this size, properly certified high school librarians giving full time to the work is indispensable. However, the range of books in such libraries should be limited to those which are necessary for reference and supplementary work. For additional service required, these libraries should establish cooperative relations with the county or city library and should pay a reasonable amount for the service so rendered. The library should be under the joint supervision of the principal and the public librarian.

We have 30 high schools in California with an enrollment of from 200 to 400 pupils each. Such schools may employ a part-time librarian, holding a special certificate in library work, who shall work under the joint supervision of the principal and public librarian.

We have about 200 high schools with an enrollment of less than 200 pupils. Most of these high schools should own only their necessary reference and desk books and should buy library service from the county library, provided such service can be secured at a reasonable charge. Where such service is secured, the county librarian or her assistants should visit each school annually to offer suggestions to pupils and teachers.

THE UNIVERSITY SCHOOL

BY HERBERT LEE, PRINCIPAL

THE University School, conducted under the joint management of the University of California and the Board of Education of the city of Oakland, is now nearing the end of its second year. It has an average daily attendance exceeding 300 students and a faculty of 18. Last term, 48 student teachers from the University were afforded training and this term, 65. Those who know its work feel that the school has passed the experimental stage and has demonstrated the value of such an institution in completing the training of high school teachers according to the requirements of the law of California.

The student teachers who gain their training at the school controlled by the Department of Education at Berkeley are required to take courses in education given by Dr. Lange, Professors Rugh, Howerth, Kemp, Dr. Boone and Professor Thomas. The general supervision of the student teachers who are doing work at the school is in the hands of Professor Rugh, while their special training in the respective studies of the high school curriculum is in charge of the expert supervisors in the University School. The system works well. Marked improvement is observed in the work these young student teachers do at the end of their probation period as compared with that done at the beginning. For the most part, the classes are started by the supervisors, with the student teachers in the room as observers. After a few weeks the classes are divided among the student teachers and the work carried on by them under the supervision of the heads

of departments, who daily confer with the young teachers and counsel them in the many problems that arise, not only with regard to the subject matter of the course, but also in connection with the discipline of the class and its general management. From time to time the heads of departments, themselves, conduct the classes, with the student teachers again in the role of observers. Department meetings are held at the School and at the University. In his regular course Professor Rugh takes up a consideration of conditions that have come to his notice during his visits to the classes conducted by the student teachers. In this way, a happy combination of study, observation and practice teaching is brought about, greatly to the betterment of the training of the prospective high school teacher.

In addition to this work of training teachers we look forward to the time when we may serve the interests of the high schools of the state in other ways. It would seem advisable that before text books are adopted for use in California high schools, there should be some place where they could be tried out under specially guarded conditions, such as a school like this should afford. Further, it would seem that certain new courses might be tried out, such, for instance, as the course in General Mathematics as a substitute for, or at least in addition to, our present distinctly separate courses in Algebra and Geometry. There are new courses in science we would like to investigate, particularly one in Biology and Hy-

giene for the Seventh and Eighth Grades. There are special methods in language teaching that should be experimented with. The readers of this article will have still other new ideas connected with high school work that they would like to see put into definite

shape. Perhaps in time they may be brought to the University School as to a kind of educational laboratory where they may be submitted to the test of actual use before they are put into operation.

NORMAL SCHOOL GRADUATES

MRS. M. Schallenberger-McNaught, State Commissioner of Elementary Schools, under date of March 20, sent to County Superintendent J. F. West of the San Diego County Schools, a questionnaire relating to the normal school graduates and their efficiency in the public school system. Three of the queries and Mr. West's replies thereto, are here given.

Q. Do you find the normal school graduates strong or weak in knowledge? In teaching scale: In Professional spirit; in personality?

A. I regret to say that normal school graduates as a rule are inadequately prepared in the knowledge of subject matter; yet they strike a much higher average I find than teachers entering the public service by channels other than the normal school. Most of the graduates whose work I have inspected are well trained in methods. The professional spirit of these teachers as a rule is very good. Dame Nature has not smiled on all of them, hence a few have not the pleasing personality that is requisite for a "top notch" teacher.

Q. Are normal school graduates sufficiently acquainted with California school law; if not, what knowledge are they lacking?

A. My experience convinces me that the great body of teachers are woefully

ignorant of the provisions of the California school law. Even those who have a smattering, do not seem to know how to apply what they do know.

Q. What grades and subjects do normal school graduates teach best? What grades or subjects, if any, are they likely not to teach well?

A. Normal graduates as well as all other teachers, teach best those subjects and those grades for which they are best endowed by Nature, and for which they are adequately equipped. It is a varying equation.

Q. What suggestions have you in general to offer to normal school faculties in order that the elementary schools may be provided with the most efficient teachers possible?

A. The course should be made four years above the high school with academic training adequate and accompanied by the widest possible experience. It may be wise to do this step by step, that is, making the normal course a three year course until June 1918 or 1919, then adding still another year and making the four year course go into effect about 1920. The State Board of Education should thoroughly revise the list of approved normal schools outside California, then hew close to the line, cutting off every institution that does not measure up to our California ideals of education.

EL CAMINO SIERRA

BY W. G. SCOTT

TWO popular movements are just now arousing unusual interest in California. One is the "good roads" movement; and the other is the "preparedness" movement.

In the eastern part of the State the two are combined to such exceptional degree and present such geographical importance that on Page 200, this issue, we show a man of the Third Main Trunk Highway of the State system—El Camino Sierra, through the county seats of Central and Northern California. From west of Lake Tahoe south to Independence, this great road is already a part of the State Highway System. With the exception of a short stretch in the various counties north of Tahoe, the road as shown is already an established thoroughfare in actual use.

The Inyo Good Road Club conceived the idea of El Camino Sierra in 1910, and has been persistently advocating it ever since, and now its recognition by the State and ultimate improvement is practically assured. Automobilists claim that it is one of the most interesting motor routes in America, if not in the world. Martial strategists claim that it is the supreme military road of the State; that it is the master key to the Passes of the Sierras; that it is a vital part of the defense system of the Pacific Coast.

The broken lines on the map represent the Coast and Valley Main Trunk Highways already established. The solid lines are designed to indicate motor truck roads, all of great value for commercial, touring and military purposes, and most of them already in use, although in more or less need of improvement.

SPELLING DEMONS.

Dr. W. Franklin Jones, Head of the Department of Education, University of South Dakota, recently published the results of his concrete investigation of the material of English spelling with conclusions bearing on the problems of teaching spelling. One of the by-products of his investigations was the compilation of what he calls the "One Hundred Spelling Demons of the English Language." This list is given below. Try it on the class.

which	seems	blue
their	Tuesday	though
there	wear	coming
separate	answer	early
don't	two	instead
meant	too	easy
business	ready	through
many	forty	every
friend	hour	they
some	trouble	half
been	among	break
since	busy	buy
used	built	again
always	color	very
where	making	none
women	dear	week
done	guess	often
hear	says	whole
write	having	won't
writing	just	cough
heard	doctor	piece
does	whether	raise
once	believe	ache
would	knew	read
can't	laid	said
sure	tear	hoarse
loose	choose	shoes
lose	tired	tonight
Wednesday	grammar	wrote
country	minute	enough
February	any	sugar
know	much	straight
could	beginning	truly

—The School Bulletin.

The California Blue Bulletin for March contains matter by Superintendent Hyatt and the three Commissioners. From now on the Bulletin will be reduced to 24 pages. 16,000 copies will be issued quarterly.

A HIGHER PROFESSIONAL SCHOOL

BY GEORGE F. JAMES

DEPARTMENT OF EDUCATION, UNIVERSITY OF NEVADA

(The only speaker at the recent Central Section meeting at Fresno, from outside of the State was Dr. George F. James, Dean in Education at the University of Nevada. Many of our teachers remember him as coming to California five years ago for the sessions of the Southern and Bay Sections of the C. T. A. at Los Angeles and Berkeley. Editor.)



Dr. James appeared on the general programs of Tuesday and Thursday afternoons, presenting "The Essence of Culture" and "Religious Education." On Friday morning he gave a review and an appreciation of business education to the Commercial Section, and on Tuesday morning to the High School Section he offered an earnest and logical plea for the broadest, most thorough vocational training within the public school system. Of all his addresses the one before the High School Section on Wednesday morning was the occasion of most general comment. At that time Dr. James made a strong argument for the upbuilding of an adequate training school for teachers on the Pacific Coast. He pointed out that for this purpose the United States have been already practically divided into four groups. One institution of this type has already secured the leadership in the eastern section, at one

point, doubtless in the Mississippi Valley, a dominant school of this kind will presently affirm itself, and for the southern states another is being equipped on a large scale. For eight or ten states, however, in the western part, there is not now a well-organized, and well-supported institution for the training of teachers for the higher and more specialized positions in the public service. For such a school there is no other conceivable location than California, and Dr. James, representing a wide-spread sentiment among western institutions, urged most strongly that our teachers individually and through their associations, inaugurate a campaign to support the Department of Education of the State University for the establishment of a professional school for teachers, which shall be not less well equipped, housed and endowed than the professional schools of agriculture and engineering.

In addition to his addresses at Fresno, Dr. James appeared also at the County Institutes at Los Banos and Madera.

IN THE BATTLE'S WAKE

By Jack Burroughs

The school board has buried the hatchet;
Their quarrel has drawn to a close,
They've firmly decided to patch it
And dwell in a state of repose.
The spirit of vain altercation
And useless pugnacity's dead.
No more in your name, Education,
Will words of unkindness be said.
Reports on the qualifications
Of principals—troubles like these,
That ruffled their home-like relations—
Have passed like a soft summer breeze.

The minutes of previous meetings,
They've ratified, praised and approved;
Like brothers they tender their greetings,
The sting and the satire removed.

And now that the storm has abated;
And now that the battle is o'er;
And strife to extinction is fated;
And order and peace have the floor,
Succeeding disruptive dissension;
And now that sweet harmony rules,
Perhaps they can give their attention
To the business of running the schools.

—San Francisco Bulletin.

NATIONAL EDUCATION ASSOCIATION

THE meeting of the National Education Association will be in New York City, July 3 to 8, inclusive. The general sessions will be held in Madison Square Garden. The headquarters will be divided so that the Hotel Astor, the Waldorf-Astoria and the McAlpin will be headquarters for various states. The Hotel McAlpin will be the California headquarters. It is planned that there will be an entertainment on one evening during the convention, at the McAlpin. In this the California delegates would participate.

Mrs. Susan M. Dorsey, Assistant Superintendent of Schools in Los Angeles, is State Director. Inquiries concerning the meeting may be addressed to her. The Secretary of the California Council of Education will be pleased to answer any question. As this is the first National Education Association meeting ever held in the metropolis, every effort is being made to have it second to none. What with the impossibilities of European travel, and with a "home meeting" for California last year, there will likely be a very large attendance, not only from our own state, but from the Coast in general.

The round trip fare to New York City

going via any direct route and returning by the same or any direct route, is \$110.70. These are first class tickets sold from San Francisco, Los Angeles, and other California points. Tickets are on sale June 1, 2, 3, 8, 9, 10, 26, 27, 28; July 1, 2, 4, and various other dates in July, August and September. Passenger must be at destination within 15 days from the date of purchase of ticket. Tickets good for return three months from date of sale, not to exceed October 31. Liberal stop-over privileges in either direction.

Every educational institution in Greater New York will throw open its doors to visitors. Schools, museums, institutions and gardens to which ordinarily there is admission charged will extend free courtesies to National Education Association members. Hotels are offering special reduced rates. What, with the possibilities of a rich program, of studies of an historical interest in and around New York, of interest attached to visiting cities such as Washington, Philadelphia and Boston, and of scenic attractions all along the line, there should be an especially large attendance at the National Education Association meeting this year.

EDUCATIONAL MOTION PICTURE FILMS*

(We are indebted to Henry Disston & Sons for the following list of manufacturers who have produced motion picture films illustrative of their respective activities, and so made as to be distinctly educational in character. These reels may be borrowed for use. Communicate with these manufacturers as to details.—Editor.)

American Cyanamid Co., Buffalo, N. Y., "Fixation of Atmospheric Nitrogen."

American Museum of Safety, New York City.

American Steel & Wire Co., 30 Church St., New York City.

American Sugar Refining Co., New York City

American Telephone & Telegraph Co., New York City.

American Tobacco Co., New York City.

Barber Asphalt Co., Philadelphia, Pa., "Trinidad Asphalt," 1000 feet.

Barrett, Mfg. Co., New York City, "Coal Tar Products."

Beech-Nut Packing Co., Canajoharie, N. Y., "Preparation and Packing of Choice Food Products."

Belding Brothers Co., 902 Broadway, New York City.

*Compiled by: Henry Disston & Sons, Inc., P. O. Box, 1537. Educational Department. Philadelphia, Pa.

- Brunswick-Balke Collander Co., 29 W. 32d street, New York City, "Billiards and Bowling."
- Carborundum Co., Niagara Falls, N. Y., "Abrasives."
- Commonwealth Steel Co., Granite City, Ill., "Open Hearth Steel."
- Curtis Publishing Co., Philadelphia, Pa., "Producing the Ladies' Home Journal and Saturday Evening Post." 6000 feet.
- Henry Disston & Sons, Inc., Tacony, Philadelphia, Pa., "Making Crucible Steel, Circular, Band, Crosscut, Hand Saws and Files." 3500 feet.
- E. I. Du Pont De Nemours Powder Co., Wilmington, Del., "Farming with Dynamite."
- Dyer Film Co., Fifth Avenue Building, New York City, Producers of Educational and Industrial Films.
- Ford Motor Car Co., Detroit, Mich.
- General Electric Co., Schenectady, N. Y.
- General Fireproofing Co., Youngstown, Ohio, "All Steel" Furniture and Its Use.
- German Kali Works, Chicago, Ill., "Why the Fish Failed" (illustrating why potash is necessary to soil).
- Grand Trunk Pacific, Montreal, P. Q., Can.
- Great Northern Railway, St. Paul, Minn.
- Hecker, Jones, Jewell Milling Co., New York City, "Making Flour and Other Farinaeous Products." 1000 feet.
- H. J. Heinz Co., Pittsburgh, Pa., "Making of Heinz Pure Food Products."
- Hershey Chocolate Co., Hershey, Pa., "Coco and Chocolate from Bean to Cup."
- Holt Mfg. Co., Stockton, California, "Heavy Agriculture Machinery in Action."
- Imperial Oil Co., Sarnia, Ontario, Canada, "Oil Industry in Canada."
- International Harvester Co., Chicago, Ill., "Heavy Agriculture Machinery in Action."
- Lamb-Fish Lumber Co., Charleston, Miss., "Lumber Industry." 4000 feet.
- Larkin Company, Buffalo, N. Y., "Soaps, Perfumes, etc."
- Lehigh Portland Cement Co., Allentown, Pa.
- Long-Bell Lumber Co., Kansas City, Mo., "Lumber Industry."
- Mayer Bros., Chicago, Ill., "The Clothing Industry from Sheep to Wearer."
- H. K. Mulford Co., Philadelphia, Pa., "Pharmaceutical Chemists."
- National Cash Register Co., Dayton, Ohio.
- National Lead Co., New York City.
- National Tube Co., Pittsburgh, Pa., "Open Hearth Steel."
- Northern Pacific Railway, St. Paul, Minn., "The Beauties of Yellowstone National Park and Industrial Opportunities of the Northwest."
- Packard Motor Car Co., Detroit, Mich.
- Peabody Coal Co., Chicago, Ill., "Coal Mining in Southern Illinois."
- Peabody, Houghteling & Co., Chicago, Ill., "The Paper Industry."
- Phoenix Horse Shoe Co., Chicago, Ill., "Horse Shoe Industry."
- Pickands-Brown Co., Chicago, Ill., "Solvay Process Coke."
- Ed Pinaud, New York City, "Perfumes, etc."
- Postum Cereal Co., Battle Creek, Mich., "Making of Pure Foods in Battle Creek."
- Remington Typewriter Co., New York City.
- Rodgers-Brown Co., Cincinnati, Ohio, "From Mine to Moulder."
- Russell Jennings Mfg. Co., Chester, Conn., "Augur Bits."
- Wm. B. Skinner's Sons, Holyoke, Mass., "Silks and Satins" (Life History of Silk Work, etc.)
- Sprague Canning Machinery Co., Chicago, Ill., "Pea Canning in Wisconsin."
- L. S. Starrett & Co., Athol, Mass., "Machinists' Tools." 3000 feet.
- The John B. Stetson Co., Philadelphia, Pa., "Making Felt Hats." 1200 feet.
- Underwriters' Laboratories, Chicago, Ill., "Showing Precautionary Methods Used."
- Union Pacific Railway Co., Chicago, Ill.
- United States Gypsum Co., Chicago, Ill., "The Gypsum Industry in America."
- United Shoe Machinery Co. (Publishing Department), Albany Bldg., Boston, Mass.; "Jim's Vocation" (Industrial School at Beverley, Mass., and United Shoe Machinery Co.'s Plant).
- United States Steel Co., New York City.
- Universal Portland Cement Co., Chicago, Ill., "Road Making."
- Walkover Shoe Company, "Making Walk-over Shoes." 900 feet.
- L. E. Waterman & Co., New York City, "Ideal Fountain Pens."
- Winchester Repeating Arms Co., New Haven, Conn., "Fancy Shooting with Pistol, Rifle and Shotgun."

FROM READERS AND ADVERTISERS

(Since the change in the form of the Sierra Educational News to that of a standard magazine, we have received many letters from teachers and advertisers, all in appreciation of the new form, and of the News as an advertising medium. Brief extracts from a few of these letters are here given. Editor.)

Congratulations on the new dress of the Sierra Educational News. I want each member of our School Board to receive a copy of this issue.

Walter H. Nichols, Principal,
Palo Alto High School.

The new issue pleases me greatly. The magazine is always looked forward to by us.

Merton E. Hill, Principal,
Chaffey Union High School, Ontario.
President California High School
Teachers' Association.

I like the appearance and size of the new News very very much. I like the cover and the length of line and the short articles.

Miss Caroline E. Harris, Los Angeles.

"I wish to congratulate you on the new form of the Sierra Educational News. It is certainly an improvement and should appeal to our school people from its educational form and its splendid list of advertising of school supplies, furniture, etc. Personally I always look over the advertisements rather carefully for by so doing, it keeps me in touch with the new things that are being furnished us."

A. P. Shibley,
Superintendent of Schools, El Centro.

"Only one issue of the News, February, has come to me. This was so good that I want all of them.

James I. Smith, Whittier, Cal.

Glad to see the News in its larger form, and believe its value will also increase in the same proportion.

James Davis, Principal,
High School, Hollister.

Fine appearance—the new size and form of the "News."

Garrett Newkirk, Pasadena.

The report of the Fresno meeting will be of lasting value. With best wishes for the success of the News in its new form.

A. E. Wilson, Principal,
Manual Arts High School, Los Angeles.
President California Teachers' Association, Southern Section.

I like the appearance of the new journal very much. It is a great improvement, the larger page giving opportunity for a much better type showing.

Chas. C. Hughes, Superintendent,
Sacramento School Department.

Accept my congratulations on the improvement in form and make-up of the Sierra Educational News. This is indicative of the general improvement in educational matters in our state.

Cree T. Work, Principal,
Venice Union Polytechnic High School.

"I must not fail to congratulate you on the new form of the Review, and the growing vigor and worth of its matter. I well know that such results come only through indefatigable labor."

Vaughan MacCaughey,
College of Hawaii, Honolulu, Hawaii.

"I am glad to note the fine appearance of the News in its new costume. Evidently it is enjoying some measure of the prosperity it deserves."

James E. Reynolds,
County Superintendent, Ventura.

I like the new dress of the Educational News very much.

E. L. Van Dellen, Principal,
High School, Yreka.

We were very much pleased with the arrangement of our ad in your last issue. So far your publication leads all the others in returns.

Western Blind and Screen Company.

"We think the change as regards size a good one. The new style of type arrangement certainly makes it easier to read and naturally the additional space units given to advertisers is of advantage to them."

Stanley Rule & Level Co.

"We are glad to note the change made in the size of your magazine and its improved appearance."

Beckley-Cardy Company.

Your new page form is very pleasing indeed. It presents a more dignified appearance from an educational standpoint; and from an advertising standpoint this page is decidedly better.

L. E. Armstrong,
Representative American Book Company,
Los Angeles.

It is the greatest improvement and I feel that the contents of this number exceed in value anything that I have ever seen in your always valuable journal. As a reader of all of the subject matter in your magazine, as well as an advertiser in it, I congratulate all of us that the Council of Education has decided upon this new form.

Frances Effinger-Raymond,
Manager Pacific Coast Office, The Gregg
Publishing Company.

We certainly appreciate the value of the Sierra Educational News as an advertising medium and as a great power for good in all educational discussions. We appreciate the fact, as you no doubt do, that our best interests and your best interests and the best interests of the

schools are, in the long run, dependent one upon the other. The California Council of Education may disintegrate, Ginn and Company may be put out of business, but so long as there are public schools and teachers with original thoughts these thoughts will take form and should be given through some medium to other teachers who are looking for suggestions and inspiration from any source whatsoever.

This letter is just to tell you that while the California Council of Education still exists and while Ginn and Company are still operating in California, we are glad of this opportunity to advertise some of our leading publications in a journal of such wide circulation as that which the Sierra Educational News enjoys.

Selden C. Smith,
Ginn and Company.

The appearance of our advertisement is quite satisfactory and we beg to thank you for the interest you have shown in the matter.

SINGER SEWING MACHINE CO.

I am very much pleased with the appearance of the magazine and feel that you have made a decided improvement by changing to regular magazine size.

T. C. Morehouse,
Manager Pacific Coast Branch, The Macmillan Company.

"You are doing splendid work for the teachers of your state, and we hope that through your continued efforts, the best interests of the teaching profession of California will win out.

The University of Chicago Press.

We have noted the increased size of the advertising pages and believe these should add very materially to their value.

Remington Typewriter Company.

Our Book Shelf

WASHINGTON, A VIRGINIA CAVALIER. By William H. Mace. Rand, McNally & Co.; pp. 180; price 35 cents.

This little book in the Little Lives of Great Men Series, is one of the best we have seen. There is excellent reason for something in brief form touching the life of our first President, and this volume, delightfully written, splendidly printed and bound, and illustrated by pen drawings and half-tones, will find a ready place in the school. Not only will it prove of value as supplementary in the grades, but high school students, and older people as well, will find the story interesting in the highest degree.

OUTLINES OF EUROPEAN HISTORY. Part I, by James Harvey Robinson and James Henry Breasted; Part II, by James Harvey Robinson and Charles A. Beard. Ginn & Company.

This fascinating work is a response to the demand for a reorganization of the high school history courses as voiced by the Committee of Five of the American Historical Association. While by no means slighting the ancient and the medieval periods, the chief emphasis is transferred to the distinctively modern period of European history. Thus, the entire second volume is devoted to less than two centuries of time, nevertheless a period crowded with human interest and abounding in lessons for our own day.

The authors are writers of conspicuous ability, well-known authorities in academic circles. In the "Outlines" they wisely undertake to present past conditions and past institutions rather than a mere recital of past events. History is more than "past politics"—it is "past sociology." Recognition of this fact proves a distinct advantage dealing with one of the most perplexing subjects in the entire curriculum of the high school—it brings a freshness and a reality-sense to the great, worthy field of study which too often has been permitted to appear arid and forbidding to many of our youth.

The illustrations and maps in this work set a new standard in "artistic distinction," being, at the same time, both very numerous and unusually well-selected. Moreover, the illustrations are not simply *in* the book—they are made essentially a part of the text itself because they have explanations that explain. Carefully prepared questions follow each chapter; ample reading references are supplied. In short, the book is well furnished with modern apparatus for the use of both pupil and teacher.

It is no wonder that the Robinson-Breasted-Beard "Outlines" is being adopted in a large number of secondary schools of California and other states. Its merits are such as to commend it to the favorable consideration of all history teachers.

ROCKWELL D. HUNT.

ESSENTIALS OF GEOGRAPHY—FIRST BOOK. By Albert Perry Brigham and Charles T. McFarlane. American Book Company; pp. 266; price 72 cents.

A close examination of this book shows that its authors have a thorough grasp of geography, and a knowledge of the ability and the interests of children. The book is well planned and well executed. It has as its foundation the fundamental activities of man in supplying his physical needs, and the relations between these and other human activities and geographic environment. The human phase of geography is so presented as to appeal to the interests of children.

The questions which appear in a geography furnish a substantial index of the character of the book. One of the pleasing things about the book under review is the nature of its questions. Nearly all of them introduce the human element, and most of them demand thought.

There is a relief, a physical and a political map of each continent and of the United States. The first presents in simple form the most physical features in some detail. In the opinion of the reviewer, the relief maps are not pleasing in appearance. In addition to the maps mentioned, there are maps of the groups of states; climatic, production and other maps.

The illustrations are very good, and as direct reference to them is frequently made, they are likely to be of large use both in the preparation and the recitation of lessons. A number of full-page pictures in color, constitute a special feature of the illustrative work.

The authors and publishers are to be commended for putting out a text in which only the questions are in small type. This is a point of much importance.

From beginning to end, the book reflects the well-known ability of its authors, and teachers will find it a very valuable first text.

JAMES F. CHAMBERLAIN.

AT SCHOOL IN THE PROMISED LAND, OR THE STORY OF A LITTLE EMIGRANT. By Mary Antin. Houghton Mifflin Co.; pp. 104. price 25 cents.

Coming at this time, when so much is being said on the training and Americanization of the emigrant, and particularly on account of the work of Mary Antin and her several appearances here in public in the West, the book will be eagerly read. The author of *The Promised Land* is not only a keen observer, but has a way of putting things, both from the platform and with the pen, that grips at once the hearer or reader. Teachers, and as well, every man or woman who has at heart the making into American citizens of those who come to our shores from foreign ports, should read this little volume.

STATE AND COUNTY SCHOOL ADMINISTRATION. By Ellwood P. Cubberley, of Stanford University, and Chancellor Edward C. Elliott, of the University of Montana. The Macmillan Company; pp. 729.

This is Volume Two of *State and County Administration*, and a Source Book, covering in a remarkable and inclusive way, the subject which is at this time of so great importance in the educational world. The seven divisions are devoted to American State and Federal Policy; State Administrative Organization; Extent of the Educational System; Financing the School System; Material, Environment and Equipment; The State and the Teacher; The Oversight of the State. Under these several divisions, there is taken up in the various chapters, all phases of the administrative problem in State and County, while The County Unit, The Rural School Problem, Industrial Education, Health and Sanitation, Text Books, Training and Certification of Teachers, Appointment, Pay, Tenure and Pensions, Improving Teachers in Service and like important matters are given full consideration.

Books Received

A Brief Survey of English and American Literature. By Frederick M. Tisdell, Associate Professor of English, University of Missouri. The Macmillan Company, pp. 217, price 85 cents.

Food and Nutrition, Laboratory Manual. By Isabel Bevier, Professor of Household Science and Director of Courses, University of Illinois. Whitcomb & Barrows, pp. 80, price \$1.00.

Publications

The Proceedings of the Convention of the High School Teachers' Association, held at Berkeley, July last, are contained in a volume of over 200 pages, issued under direction of the 1915 President, H. O. Williams, Principal of the High School at Sacramento, and Secretary E. E. Washburn of Oakland. This volume should be in the hands of every high school teacher in the state. In addition to the proceedings of the general session, there will be found the papers and discussions before the various sections: Administration, Agriculture, Classics, Commercial, Drawing, English, History, Home Economics, Mathematics, Modern Languages, Music, Physical Education, Rural High School and Science. The volume is exceedingly well edited and well printed, and is a credit to the organization, which certainly has justified its existence. There is an index at the back of the book, both as to subjects and speakers.



The many friends on this Coast of Mr. Frank F. Bunker, formerly Superintendent of the schools of Berkeley, and who now is at Shreveport, Louisiana, will be pleased to learn of his continued success, and particularly through a bulletin which he has prepared and which is published by the United States Bureau of Education at Washington. This bulletin of 186 pages, deals with the Reorganization of the Public School System. Particular attention is given therein to the development of the chief divisions of the American public school system, of the graded school, the first steps toward a functional reorganization, the plan adopted at Berkeley under Superintendent Bunker, and the course of study. In the appendix will be found suggestions for a six-year high school course, the course in the Intermediate schools of Los Angeles, the Berkeley courses of study, and typical courses for Junior high schools, union district high schools, etc. Copies may be had by addressing the Government Printing Office, Washington, D. C., 25 cents each.



The Proceedings of the Oakland meeting of the National Education Association and International Congress on Education have been distributed to members. This last volume, owing to the many addresses given at Oakland, is bulky, covering nearly 1200 pages. While always of great value, the proceedings of the 1915 meeting are of extraordinary importance, and as an educational document, the book ranks high. It is well edited, and educational officers and teachers generally will find it of much value as a reference book in current educational thought. The volume contains, in addition to the addresses at the general sessions and department meetings, the proceedings of the Department of Superintendence at Cincinnati in 1915, the By-Laws of the Association, lists of officers, etc. A complete alphabetical index of speakers and subjects is appended.



The Cleveland Educational Survey, which was conducted by the Survey Committee of the Cleveland Foundation in 1915, has issued on its findings. 25 sections or volumes, dealing with various phases of the survey. 23 of the sections are published as separate monographs, one larger volume giving a summary of the findings and recommendations relating to the regular work of the public schools, and a second larger volume giving the summary of these sections relating to industrial education. These reports include Child Accounting in Public Schools; Educational Extension; Education

Through Recreation; Financing the Public Schools; Health Work in the Public Schools; Household Arts and School Lunches; Measuring the Work of the Public Schools; Overcrowded Schools and the Platoon Plan; School Buildings and Equipment; Schools and Classes for Exceptional Children; School Organization and Administration; The Public Library and the Public Schools; The School and the Emigrant; The Teaching Staff; What the Schools Teach and Might Teach, and the Cleveland Survey, which is the summary volume of the above. On the Industrial subjects, the volumes include: Boys and Girls in Commercial Work; Department Store Occupation; Dressmaking and Millinery; Railroad and Street Transportation; The Building Trades; The Garment Trades; The Metal Trades; The Printing Trades, and Wage Earning and Education, which is the summary volume of the above. With the exception of the two summary volumes, and Measuring the Work of the Public Schools, which may be had at 50 cents each, the price per volume is 25 cents. They may be secured from the Cleveland Foundation or from the Division of Education of the Russell Sage Foundation, New York City. Dr. Leonard P. Ayres of the Foundation directed the survey.



Teachers' Cottages is the title of a booklet prepared by R. S. Kellogg, in cooperation with the United States Bureau of Education, and published by the National Lumber Manufacturers' Association of Chicago. This bulletin deals with the teachers' cottage plan and sets forth in brief but satisfactory form, what has been done along this line in each of the several states. There are chapters devoted to the problem in rural education, the reason for developing the teachers' cottage plan, a discussion of how the cottage should be built, together with plans of typical cottages, and suggestions as to the use of the cottage as a social center, and on the mission of the country school teacher. There are numerous half-tone illustrations of typical teachers' cottages, floor plans diagrams of yards and gardens, and like valuable information. Great credit is given Mrs. Josephine Corliss Preston, State Superintendent of Public Instruction, Washington, for her work in the development of teachers' cottages.



A Vocational Guidance Bibliography has been issued as Bulletin No. 12 by the California State Board of Education. This has been compiled for the Commissioner of Industrial and Vocational Education by Chas. L. Jacobs of San Jose. It will prove of special value to schools and public libraries, and to teachers in the elementary and high schools, as well as to special students. The selected lists of titles are arranged in various groups, as for example, Biographical Sketches, World's Work, Inspirational Writing, Success Advisory, Vocational General, Vocational Special, are included under the Youth Group. The Teacher Group includes titles under Vocational Guidance, Guidance Psychology and the like. The Specialists Group emphasizes Livelihood problems and World's Work. The list includes title, author, date of publication, publisher and price of book, and following each title is a concise statement as to the ground covered and general content. An introductory note is given by Commissioner Snyder.



The Mills College Bulletin Series 6, No. 1, is issued under date of March, 1916. It contains the catalogue for 1915-16 and announcements for 1916-17. The inside cover carries a map of the Western states from the Rockies to the Coast, showing the advantageous location of Mills College in relation to these states. The first page contains a map of the Bay district of California and the second page a picture of the Campanile. The book is attractively bound in a silver-gray stock.

News Notes and Comment

State and National

THE HUMBOLDT STATE NORMAL SCHOOL at Arcata has issued a bulletin descriptive of the various courses and departments at the school. There is information relative to the summer school, which will be for six weeks, June 19 to July 28, and in which there will be offered courses for primary teachers, playground work, music, drawing, agriculture and work suited to grammar and rural schools.

STATE SUPERINTENDENT HYATT gives as the three most important matters of discussion at the recent Superintendents' meeting at Detroit, The Rural School, Thrift, and the Intermediate Schools.

THE SAN JOSE NORMAL suffered from loss by fire on March 24 of the buildings known as The Shacks, in which were housed the various branches of the industrial departments. The loss is considerable. The buildings have been in use since the destruction of the brick buildings in 1906. The high school has offered to the Normal the use of its science and woodwork rooms until other arrangements can be made.

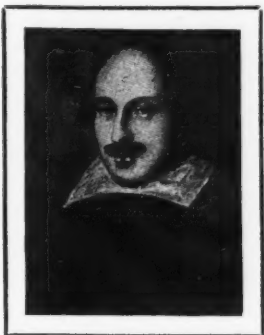
THE FIRST SECTIONAL INSTITUTE, for the benefit of the public, for parents and school children, and, in fact, all interested in school work, was recently held in Contra Costa County. The meetings spread over a period of days and were held in various towns, and presided over by County Superintendent Hanlon. The principal speaker was Dr. Maria Sanford, University of Minnesota. The plan is an excellent one for interesting those other than teachers in the work of the schools.

AN EXAMINATION for teachers certificates will be given in San Francisco in the first week in May. The questions upon which the examination will be based are to be prepared by Dr. Richard G. Boone of the University of California and Dr. Lewis M. Terman of Stanford University.

THE MOVEMENT TO MERGE the California Polytechnic School at San Luis Obispo with the High School of that city has, it is reported, caused Commissioner Wood of Secondary Schools to advise the persons back of the movement to study the question carefully. If the merger is effected, the Legislature may consider the school a local institution and cut off state appropriation.

"THE ORDINARY STUDY HALL lacks all semblance of unity. It is made up of students belonging to different grades, and suffers from six to seven managements every day. Even if after heroic efforts, silence is maintained, there must be underneath, cross currents and irritating circumstances. In nearly all study halls, there is more or less entering and departing. This renders the conditions unfavorable for uninterrupted mental contemplation. The best students in a high school usually fight shy of a study hall. They do not consider it a favorable place for hard study. The indictment I make against the study hall is mitigated, not removed, when it is managed all through the day, by one person. Supervising study proposes to minimize the study hall as an institution and wherever possible to do away with it altogether."
—John Franklin Engle.

YOSEMITE NATIONAL PARK promises this year to be a greater Mecca than ever for travelers and sightseers both from within the state and outside. The Desmond Park Service Co. are operating in the Park under a twenty year contract from the United States Government. This company is conducting a series of hotels and camps, and offers, through its Bulletin Number One, just issued, suggestions to cover trips of from two to nine days duration. There are also suggestions as to side trips, cost, and the like. Information will be furnished by addressing the Traffic Department, Desmond Park Service Co., Underwood Building, San Francisco.



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17623 Act II, Scene 5. Song: Under the Greenwood Tree. (Dr. Arne.) Raymond Dixon and Chorus
17717 Act II, Scene 7. Song: Blow Blow, Thou Winter Wind. (R. J. S. Stevens.)

17623 Act IV, Scene 2. Song: What Shall He Have Who Killed the Deer? (Bishop.) Victor Male Quartet
17634 Act V, Scene 3. Song: It Was a Lover and His Lass. (Morley.)

Raymond Dixon and Harry Macdonough
35235 Act II, Scene 1. Recitation: The Duke's Speech. Ben Greet
17163 Act II, Scene 7. Recitation: The Seven Ages of Man. Frank Burbeck

CYMBELINE

64218 Act II, Scene 3. Song: Hark, Hark, the Lark. (Schubert.) Evan Williams

JULIUS CAESAR

35216 Act III, Scene 2. Antony's Address. Frank Burbeck

HAMLET

17717 Act IV, Scene 5. Traditional Songs of Ophelia. Olive Kline

16912 Act III, Scene 1. Recitation: Soliloquy. Frank Burbeck

17115 Act III, Scene 2. Recitation: Hamlet on Friendship. Ben Greet

KING HENRY THE EIGHTH

16912 Act III, Scene 2. Wolsey's Farewell to Cromwell. Frank Burbeck

MEASURE FOR MEASURE

17662 Act IV, Scene 1. Song: Take, O Take Those Lips Away. (Traditional.) Raymond Dixon
64252 Song: Take, O Take Those Lips Away. (Bennett.) John McCormack

MERCHANT OF VENICE

17163 Act I, Scene 3. Recitation: Shylock's Rebuke. Frank Burbeck
55060 Act III, Scene 2. Song: Tell Me Where is Fancy Bred? (Stevenson) Lucy Marsh and Reinald Werrenrath

MERRY WIVES OF WINDSOR

35270 Overture. (Nicolai.) Symphony Orchestra of London

ROMEO AND JULIET

88302 Juliette's Waltz Song. Tetraxzini
88421 Lovely Angel. Farrar-Clement
70102 Fairest Sun Arise. Lambert Murphy
35234 Selection. Pryor's Band

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17845 The Butterfly. Three Meet.
17846 Goddesses.
17847 Tideswell Professional Morris.
17847 Kirkby Malzeard Sword Dance.
17087 Flamborough Sword Dance.
17087 May Pole Dance: Bluff King Hal.
17160 Minuet: Don Juan. (Mozart.)
17160 Country Dance: Pop Goes the
17086 Morris Dance. [Weasel.
17329 Ribbon Dance.
17328 Shepherd's Hey.



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THE VISUAL EDUCATION ASSOCIATION of California has been formed, the purpose of which is to secure cooperation among educational institutions and other organizations in the production, use and exchange of motion pictures, lantern slides, and other materials and equipment for visual education. The annual membership fee is \$1.00. In addition to the regular officers, there is a Board of Directors, which body selects three members to act with the President and Secretary as an Executive Board. It is expected that this movement will result in great interest in visual education.

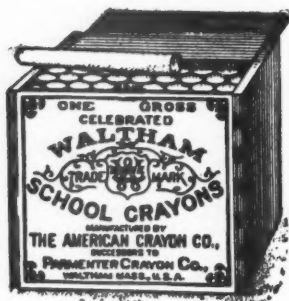
SUPERINTENDENT H. M. REBOK of Santa Monica, in a recent address before the members of his Board of Education, took high ground in many of his remarks. He said, "Some think and say that the public school lacks something. I guess it does, but it does not lack what it is sometimes accused of, moral influence. I know from experience and every other

sincere school worker knows that the most potent and practical moral forces in the community are the teachers and school officers. People don't know the problems a school administrator has to meet, but reflect, he has to deal with many employees, he has to deal justly with the children of all the people, of all religious faith, of every sex and creed, of every political faith, but the law of our land says that these things must not cross the threshold of our public schools. In the next four years if we do what we are in duty bound to do, in behalf of education in this community, we shall need the honest and sincere cooperation of all. That I offer, and that I will give. I expect to receive as much."

SUPERINTENDENT MISS IRENE BURNS of Placer County, has undertaken a unique method of having school improvements reported by various pupils throughout the county. Brief letters are written by pupils to Miss Burns, setting forth

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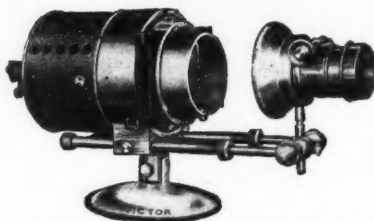
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*Principal of the Training School Department
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THIS book bridges the gap which has existed so long between the arithmetic taught in the school-room and the arithmetic demanded by the business activities of the community. It teaches the pupil to apply what he has learned about fractions, tables of weights and measures, percentage, interest, etc., in various lines of factory work, office work, store or bank. Numerous and exceedingly helpful illustrations add reality to the work. The book is intended for use in upper grammar grades or in intermediate schools.

The wage-earning problem most pupils must face has been kept clearly in mind by the author. Enough practice is given in each of the subjects to develop some degree of proficiency. Actual business conditions are represented in the lessons. A large variety of subjects such as Buying and Selling Meat, Groceries, Dry Goods, Shoes, Coal, Furniture; Keeping Poultry Accounts, Carpentering, Building Problems, Saving and Investing Money, enables the pupil to take hold of any one of these pursuits in an efficient way.

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what is being done in the school or class, special programs, improvements in equipment, the laying out of grounds, etc. and these letters are published in the Auburn Daily Journal. This not only spreads through the county the gospel of the good things that are being done in each district, but gives the pupils excellent training in English and composition, and tends to create interest in the schools on the part of citizens and taxpayers.

MISS HARRIET LEE, County Superintendent of Yolo County, attended the Central Section meeting at Fresno. While Yolo County is not in the Central Section, Miss Lee not only took advantage of the good things offered at this meeting, but was enabled to hear some of the best

prepared men and women along the various school lines. She hopes in this way to be able to make a selection understandingly of institute speakers from time to time. This is an excellent method of getting in touch with those who are able to do good institute work, and shows leadership and administrative ability on the part of the County Superintendent of Yolo County.

PROFESSOR C. P. ZANER of Zaner & Bloser; who for the last several weeks has been lecturing on Penmanship throughout California, will meet teachers and give lectures throughout the northern part of the state. He will then go on to Spokane, Portland and Seattle, before returning East.

"TUBBING" IS TABOO at Stanford University. President Wilbur has taken a definite stand against this form of hazing. In speaking of student control he says: "As far as student control is concerned, three main objects are to be obtained. First, non-use of alcohol; second, personal morality; and third, good sound Americanism.

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See new worlds this summer—renew your viewpoint—refresh your mind with new sights and scenes.

Here are three suggestions: First, the "Back-East" trip; Second, Alaska; Third, the Banff trip.

The "Back-East" Trip

For the great National Education Association Convention in New York, July 3 to 8, 1916. You can make a most delightful trip of this at very moderate cost. Take the Shasta route through California, Oregon, Washington and Puget Sound, or by one of the steamship lines to Portland or Seattle, thence to Victoria and Vancouver, and through the wonderful canons and mountain scenery of the Canadian Pacific Rockies in British Columbia and through the great wheat plains of Alberta. See the Great Lakes, the wonderful Thousand Islands of the St. Lawrence, Montreal and old Quebec, going through the White and Green Mountains to New York, returning via the United States. This trip can be reversed.

Alaska—Land of the Midnight Sun

With its wealth of romance, charm, interest, opportunity. One of the weekly cruises (twice weekly, July only) of the Canadian Pacific Princesses to Alaska takes you past the blue and green glittering glaciers, past snow-capped mountains, mighty rivers, fjords and rugged coast line. Fittingly described as One Hundred Norways in One. These Canadian Pacific steamers take the famous inside passage, stopping at Alert Bay and Indian Village, famous for its Totem poles, at regular British Columbia and Alaska ports, and makes a special call at Taku Glacier. Stop-over of two days at Skagway. Passengers may go to Lake Bennett or White Horse on the upper Yukon.

The Banff Trip

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EL MONTE HIGH SCHOOL celebrated Arbor Day, March 7. Between 50 and 60 palms and sugar maples and four class trees were planted. Lunch was served in the pergola by the domestic science class. In the afternoon the poets and orators of the school proved their ability. There were games of basketball and baseball. One class that had just finished Silas Marner went to the picture show, to see Frederick Ward in that play. Principal Babcock and the faculty members are getting results in El Monte.

CONSERVATION OF TIMBER and Animal Life in California, is the title of an extremely interesting and instructive lecture, by Charles J. Fox, Principal of the Euclid Avenue School, Los Angeles. This lecture is illustrated by lantern slides of the Forestry Department at Washington, and from photographs taken by Mr. Fox, who is thoroughly at home in the forest and mountains. Mr. Fox, who is a member of the Sierra Club, is doing much to

help preserve the beauties of our mountains, and to conserve our natural resources. These lectures of his before upper grade classes and clubs, of nearly 5,000 persons the past three months, and to which no charge for admission is made, should prove very popular.

SCIENCE TEACHERS are appealed to on page 129 of the March number of the News by Mr. C. C. O'Loughlin, Educational Manager for the B. K. H. Co. Mr. O'Loughlin asks science teachers to submit their ideas in regard to equipment for teaching their lines. He believes the cause in general could be benefited by an exchange of experiences in designing of school room apparatus.

THE GRAMMAR SCHOOL PRINCIPALS' Association formed recently in connection with the Central Section, C. T. A., elected as President, F. M. Lane, Principal,

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No. 70 Dovetail saws, 8 inch
Web Saws Complete, 14 inch
No. 10 Coping Saws
No. 7 Nest of Saws
No. 36½ Hack Saw Frame and Blade
Cabinet Scraper, 3x6 inch
Cabinet Burnishers Oval No. 1
Hand Saw Jointers
No. 28 Triumph Sawsets
No. 280 Triumph Sawsets
D 3 Saw Filling Guide and Clamp Complete
No. 75 Plumb and Level, 24 inch
No. 3 Sliding T Bevel, 10 inch
No. 10 Mitre Square, 7½ inch
No. 95½ Mortise and Marking Gauges
No. 31 Screw Drivers, 6 inch
File Card and Brush
Perfection Shear Tooth Files Flat, 10 in. med.
Perfection Shear Tooth Files ½ rd. 10 in. med.
Augur Bit Files, 8 inch
Hunt's Chrome Special 3 square files

AND ITS BENCH EQUIPMENT

D 8 Cross Cut Saw, 22 inch, 10 point
D 8 Rip Cut Saw, 22 inch, 8 point
No. 4 Back Cut Saw, 12 inch
No. 10 Coping
No. 7 Nest of Saws
Cabinet Scraper, 3x6 inch
Cabinet Burnisher Oval No. 1
Hand Saw Jointer
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No. 5½ Try Square, 6 inch
No. 9 Screw Driver, 5 inch
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Washington Intermediate School, Fresno; V. H. Grimsley, Tulare, Vice President; and J. E. Rodman, Secretary-Treasurer. The Executive Committee consists of two members from each county in the Central Section. This committee was authorized to proceed immediately to organize Grammar School Principals' organizations in the various counties.

THE SUMMER SESSION of the State Normal School, San Diego, is to be arranged in two terms of six weeks each. The first term, July 5 to August 21, is designed especially for the benefit of teachers in the service. There will be a particularly strong faculty, among the number, Mrs. Gertrude Longnecker-Randall, formerly Director of the Training School at the Normal and Miss Addie Ayer, Supervisor of Rural Training School, State Normal School, Lewiston, Idaho. There will be special work offered in mental and physical testing, International Law and Modern History and Literature, Commercial and Industrial Relations with South America. The training school will be in session, and model and demonstration lessons will be a feature.

PRESIDENT GEORGE E. VINCENT, of University of Minnesota, who delivered the Founders' Day address at the University of California, has been offering at the University the Earl series of lectures. President Vincent has emphasized the social aspects of life and has dealt with the group, with the individual in the group, and with like important problems.

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Tickets will also be sold to Buffalo, N. Y., July 4, 5 and 6, August 1, 2, and 3; to Cincinnati, Ohio, July 11, 12 and 13; to Davenport, Ia., July 26, 27 and 28; to Chattanooga, Tenn., September 11 and 12.

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ACTION HAS BEEN TAKEN by the Trustees of the San Francisco Normal School to facilitate the acquirement of the California Building at the Panama-Pacific Exposition for use of the Normal School of San Francisco. The City of San Francisco is asked to transfer its title to the State of California.

PRACTICE COTTAGES in Home Economic Teaching, is the subject of a letter sent out by the Bureau of Education. "The practice house is as distinctly a legitimate part of the equipments for teaching home economics as the sewing machine, ironing board or individual desk with its cooking utensils," declares the report. "Home Economics Departments in schools and colleges are not all

so fortunate as to have residences in which to instruct in home management and in housewifery. There has been some hesitancy among school officers because of the initial expense of a practice house. But as it is recognized that these houses are quite as necessary as are good laboratories and that the maintenance costs are not excessive, more departments are being thus supplied. These houses offer opportunities for experimental studies in household administration, make practice in home furnishing possible, and afford excellent places for studies in nutrition."

CALIFORNIA RAISIN DAY. The Raisin Belt comprises Fresno, Kings, Tulare and parts of Kern and Madera Counties. From these come the bulk of the world's raisins. Virtually all those used in the United States are produced in this area. School geographies and histories have never gone after the romance as hidden away in the producing of food. When they do, there will be a beautiful and brilliant story told of the raisin. In the meantime, the people in the Raisin Belt are doing their own romancing. No Fourth of July ever compared with what is planned for April 28 with an overflow on April 29th. Dr. George H. Hunting, of the Fresno State Normal School, is the producer of the scenario which is to be builded into a quaint and fascinating fairy pageant, the Princess and the magic raisins. There will be 500 dancers and



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Our **American Woods** is illustrated by specimens, and it is so useful that its author has been awarded the special Elliott Cresson gold medal, on account of its production.

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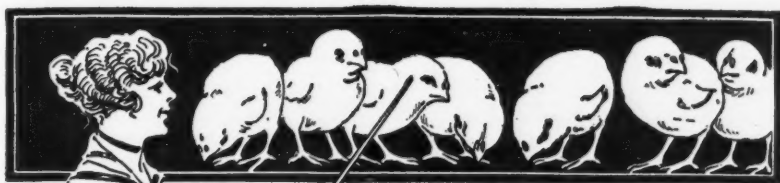
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Why is it that so many people are always dwelling in the ruins of their castles that have fallen down—and bemoaning their misfortunes? It is simply because they have overlooked or neglected to take the first simple precaution that a business man always takes—safeguarding his investment against the uncertainties of the future.

Are your future plans important enough to safeguard? Does the realization of them mean much to your happiness or peace of mind? If so, what excuse can you offer for not taking the simplest precaution in the world—insuring that your earning power will not be cut off, and that your savings will not be swept away by the vicissitudes of illness, accident and quarantine.

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Almost every day some teacher, struggling bravely in the midst of some unforeseen calamity, writes: "Why did you not let me know this before?" Don't wait until misfortune comes and it is too late; if you are a teacher you should inform yourself at once what the T. C. U. is doing for teachers everywhere in America.

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a chorus of 50 men and school children. Professors A. G. Wahlberg and John Henry Lyons, of the Fresno Schools, will assist in training them. The movement has the support of all the teachers in the city schools and normal school.

VISUAL EDUCATION in Los Angeles county is making rapid progress. Some time since, supervisors set aside the sum of \$10,000 with which to inaugurate the work. Following a competitive examination, Principal H. S. Upjohn of the High School at South Pasadena, was chosen as Director of the work, he to be an assistant in the office of County Superintendent of Schools, Mark Keppel. Mr. Upjohn is making a most thorough study of the whole field, and much interest attaches to the outcome of the work in the Southern county.

SUPERINTENDENT W. L. STEPHENS of Long Beach, has signed a contract to remain in Long Beach for another term of four years. The annual salary is \$4500 for the first two years and \$4750 for the second two years. The people of Long Beach are amply pleased with the administration of Superintendent Stephens, and the schools of that city are in a most flourishing condition.

WILLIAM R. GREENHALGH, who died in February, was most popular as the County Superintendent of Amador County. While quiet and unassuming, he had done much to advance the cause of education in his section. The unexpired term is being filled by his wife, Mrs. Sabra R. Greenhalgh. The latter assisted Mr. Greenhalgh very materially in his duties, and especially during his illness. So in-

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There are thousands of other teachers who have a vague, informal acquaintanceship with the PALMER METHOD OF BUSINESS WRITING, and we want them to have an intimate knowledge of it; we are certain that they will then become active factors in the penmanship reformation that is sweeping through American Public and Private Schools.

Our Invitation and Proposition

If you attend the Convention of the NATIONAL EDUCATION ASSOCIATION, in July, come to the offices of THE A. N. PALMER COMPANY, 30 IRVING PLACE, NEW YORK CITY, and one of the expert Palmer Method teachers will convince you in one easy FREE lesson, that the road to skill in demonstrating practical handwriting automatically and teaching it skillfully is short and delightful.

We want Superintendents, members of School Boards, Principals, and Teachers to visit our different departments, and study for a few minutes under our direction our thoroughly efficient organization for the training of teachers in one of the most essential branches of the elementary school curriculum. The New York City Palmer Method Summer School will be in session, with Supervisors, Superintendents, Principals, and Teachers in attendance from many different States. Our Department of Normal Instruction through Correspondence will be in operation, and we shall have on display thousands of specimens of muscular-movement writing from children of all grades.

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Via Southern Pacific or Santa Fe to Merced and the Yosemite Valley Railroad. This is the direct way, this is the comfortable way, the way most people go, a combination of rail and auto and not too much of either.

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sistent were the people of the county that she should carry on the work inaugurated by Mr. Greenhalgh, that there was universal expression made to the Supervisors for her appointment, she receiving the unanimous vote of that body. Mr. Greenhalgh leaves many friends in school work throughout the state.

TEACHERS GOING EAST to attend the N. E. A. will do well to consider the advantages of travel via the Canadian Pacific Railway. In addition to the fascination of a trip through the Canadian Rockies, seeing the glacier region and the fertile green country of Western Canada, this company offers a two-day trip on the Great Lakes, including meals and berth, without making any extra charge. It is interesting to note that the Canadian Pacific is the only railroad which operates over its own tracks all

the way across the Continent. Beautifully illustrated reading matter, replete with artistic colored prints, will be sent to teachers mentioning the Sierra Educational News, by writing to the Canadian Pacific Railroad Company, San Francisco, Cal.

PRACTICAL BOOKS on the Farm and Garden is the title of a well illustrated little book published by the Macmillan Company. It will be mailed on application.

AT PASADENA, the City Beautiful Display, made at the Board of Trade rooms, has attracted much attention. The display shows the progress of education made during the last 40 years, when there was only a one-room schoolhouse in Pasadena. The Parent-Teachers Association is responsible for the exhibit. It is an excellent idea.

Correspondence Instruction in Zaner Method Movement Writing

the system recently adopted by the State Board of Education for use throughout California, beginning September, 1916, is offered to teachers in the state only by authority of the author and publishers.

A certificate signed by the author, C. P. Zaner, will be granted to all who pursue the course and make the required progress. Why not qualify this summer at home and thus be ready for better writing results this fall and winter? Complete course, \$5.00. Address

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The Summer School is one of the largest in the United States. The Summer Term will open May 30th and will continue twelve weeks. During this term the University will offer an exceptional list of subjects from which students may select their work. There will be beginning, intermediate, advanced, and review work in the following

Departments Preparatory, High School, Primary Methods, Kindergarten Methods, Commerce, Phonography and Typewriting, Review for Teachers, Education, Arts and Sciences, Engineering, Architecture, Manual Training, Agriculture, Expression, Public Speaking, Music, Fine Art, Domestic Science, Pharmacy, Law, Medicine and Dentistry.

The Expenses are the Lowest Tuition \$20.00 per quarter of twelve weeks. Board with Furnished Room, \$26 to \$41 per quarter. Catalog will be mailed free. Address

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One business in one lifetime is all that most boys can hope to learn well. A single false start on a career means a tremendous handicap; two or three may deprive a boy of all reasonable chance of success. Are not you as an educator concerned with this matter of false starts? Your educational machine, to change the figure, generates great energy. If the mental power developed in your students be not properly applied to the world's work, has not your task been largely in vain?

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Order now, for the boys and girls about to graduate want to see these books. Mention the Sierra Educational News and we'll give the News credit.

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IMPORTANT RESOLUTIONS at the recent Superintendents' convention at Detroit, advocated the appointment by our National Government of educational attaches to our embassies and legations in foreign countries. Approval was given to Federal Aid for Vocational Education as embodied in the Smith-Hughes bill, now before Congress. The small Board of Education was advised; the overcrowding of the elementary school classes was deprecated, and there was advocated a Bureau of Research in connection with the Superintendents' office. In this connection, it was recommended that school surveys be conducted as an aid in the solution of school problems, and the hope was expressed that in time every school system would be so equipped in its own regular teaching staff as to conduct a continuous survey from within. There was a strong resolution looking

toward the raising of standards of preparation for teaching, and that superintendents and school boards adopt, as soon as possible, the highest standard in force throughout the country. More helpful and sympathetic supervision of schools, both in city and country, was advocated as a means to secure more efficient teaching.

MISS ANNA HALLOCK, Recording Secretary of the Kindergarten Section of the Los Angeles City Teachers' Club, has been appointed to attend the conference of Club Representatives meeting in San Francisco on April 22. This conference is called to consider matters of state wide importance.

PRESIDENT HENRY SUZZALO, of the University of Washington, has been inaugurated. Prominent educators were in attendance from various parts of the United States. President Nicholas Murray Butler of Columbia University, of which institution Dr. Suzzalo is a graduate, and where he was a member of the faculty, made the inaugural address. President Suzzalo is being received with much enthusiasm in the Northwest. Professor Henry R. Hatfield represented the University of California.

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offers instruction in a wide variety of subjects, by noted educators, for which full college credit is granted. Los Angeles' summer climate, and the proximity of mountain and beach resorts, make attendance at the Summer Session a delightful vacation period. Dr. Richard Burton will lecture on "Modern Drama," and "The Modern Novel;" Dr. E. C. Moore, "Methods of Study," and "School Administration." Practically all other subjects of winter curriculum given. For further information, address

The Registrar, University of Southern California, Los Angeles

Isaac Pitman Shorthand Wins Sweeping Victory in New York City School Championship

Nothing could be more convincing as to the superiority of the Isaac Pitman Shorthand than the outcome of the New York Metropolitan Shorthand Contest, held on January 29, 1916. This contest is open to writers of all systems of shorthand in the day and evening high schools of New York City and vicinity.

An interesting feature of this contest was the presence of teams using two different systems of shorthand, one from the High School of Commerce and another from the Commercial High School of Brooklyn. Of the seventeen who qualified in the day school contest, the first three positions were won by Isaac Pitman writers, only four of the Gregg writers passing the test at all. These four won respectively fourth, ninth, twelfth and fifteenth positions. With one exception, all the writers of 100 words a minute or over wrote the Isaac Pitman system.

In the evening school contest out of seven entrants, the Isaac Pitman writers won the first four positions, writing from 100 to 140 words a minute gross, and from 138.6 to 96.4 net.

In the amateur contest, at speeds varying from 120 to 200 words a minute the winners were all Isaac Pitman writers.

A complete report of the above contest will be sent upon request, also particulars of a Free Correspondence Course for Teachers.

RECENT SPANISH PUBLICATIONS

Pitman's Spanish Commercial Reader. By G. R. Macdonald. Cloth, 170 pages, \$1.00.

Pitman's Commercial Spanish Grammar. 166 pp., cloth, \$1.00. In this book, Spanish grammar is taught on normal lines, and all grammatical points are illustrated by sentences in commercial Spanish.

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Manual of Spanish Commercial Correspondence. 328 pp., cloth, gilt, \$1.35. By G. R. Macdonald. Contains an extensive selection of commercial letters in Spanish and in English, with footnotes, carefully graduated.

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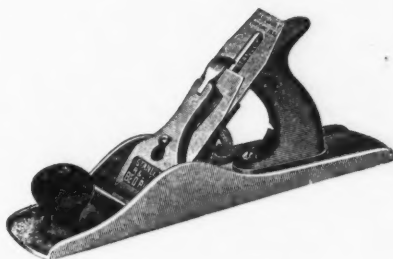
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OROVILLE REPORTS that the Social Center idea is proving very popular there. Meetings are held every Friday night. Discussions of various matters of public interest alternate with dances and musical entertainment.

PROF. CHARLES H. RIBER, former Dean of the Summer Session of the University of California, has resigned from that office on account of pressure of other work. A great share of credit is due to Prof. Riber for the building of the Summer Session from a small group of students to an enrollment of over 5000.

THE BOYS OF THE PROVOCATIONAL SCHOOL OF STOCKTON, California, have recently printed a book in the supplementary lessons in grammar for use in the Eighth Grade. This book is a very creditable production.

LONG VACATIONS are to be done away with in San Diego, if a plan which is now under discussion there is adopted. The City Superintendent of Schools, Duncan MacKinnon, is of the opinion that the present semester system should be abolished, and the school year divided into four ten week quarters with a vacation period between.

Fight the Fly. Your school can help. Literature, directions for making a fly trap, and suggestions for organizing a Fly Campaign furnished upon request. **Educational Department**, International Harvester Company of New Jersey, (Inc.), Harvester Bldg., Chicago.

Government Positions For Teachers

All teachers should try the U. S. Government examinations to be held throughout the entire country during the Spring. The positions to be filled pay from \$1200 to \$1800; have short hours and annual vacations, with full pay. Those interested should write immediately to Franklin Institute, Dept. J 231, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

THE FOLLOWING INSTITUTIONS of higher learning will offer courses in Gregg Shorthand this summer: Columbia University, University of Denver, University of Pittsburgh, Simmons College, Adelphi College, Brooklyn, and University of Virginia.

FRIENDS OF MR. ELTON FULMER, State Chemist of Washington, who was killed in a railroad wreck, will be glad to know that Mr. Fulmer was insured in the T. C. U. for \$2000, and that the claim was promptly paid, as is customary with this organization.

VALPARAISO UNIVERSITY has been given the management of a 400 acre farm for the purpose of training young men in agriculture. Valparaiso University has never in all its history solicited any gifts. This is the first outside help which has come to it and is highly appreciated. This farm, which consists of excellent agricultural land, was given by Mr. William E. Pinney and his daughter, Myra.

AT SPOKANE, the Board of Education has elected as Superintendent, Orville C. Pratt, who succeeds B. M. Watson. Mr. Watson, after eight years' of efficient service, declined to be a candidate for re-election.

MUSIC IN EDUCATION is fully considered in a study of 350 pages entitled, Status and Value of Music in Education. This is a thesis for the doctor's degree by Rose Yont at the University of Nebraska. Music at the University of California, Stanford University, Pomona College, Mills College, University of Southern California, University of the Pacific, Santa Clara College, and St. Vincent's College, is given full attention. The study comprises the situation throughout the United States.

Summer School of Physical Education, Los Angeles, Cal.

July 17 to August 18, 1916

Full Normal Course for Physical Directors, playground workers, teachers and those interested in Physical Training, Certificates Granted.

STRONG FACULTY: Dr. Wm. Skarstrom of Wellesley; Marian Kappes, Jaques-Daleroze School, Dresden; Fred Schlatter, Wisconsin University; Martin Trieb, Normal College, Indianapolis; Dr. Laura Bennett and others.

Hazel Mauzy will teach latest work of Chalif's Normal School, Summer Course, 1916. For Catalog, address

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THE INLAND EMPIRE Teachers' Association, holding at Spokane, April 17 to 20, offers among the speakers: Mrs. Marie Turner Harvey, Kirksville, Mo.; Dr. A. E. Winship, Boston; Chancellor Edward C. Elliott of Montana; President Suzzallo, University of Washington; Commissioner E. O. Sisson of Idaho; President Campbell, University of Oregon; President E. O. Holland, Washington State College, Pullman; President M. A. Branon, University of Idaho; W. A. Brandenburg, Pittsburg, Kansas; G. W. Nash, Bellingham; President J. H. Ackerman, State Normal School, Monmouth, Oregon. The general subject for discussion during the sessions will be The Relation of the School to the Community.

THE ADMINISTRATIVE SECTION of the C. T. A., Central Section, recently passed the following resolution: "The Administrative Section of the California Teachers' Association, Central Section, recognizing the great importance of the development on this Coast of a Teachers College comparable to the Teachers College at Columbia University, hereby request the State Council of Education to take the necessary steps to assist in the development of such an institution."

DR. LEWIS M. TERMAN has been promoted from the ranks of Associate Professor to Professor in the Department of Education in Stanford University. He is acting Head of the Department for the present semester during the absence of Dr. Cubberley, at Columbia University. Dr. Terman has also been honored with the presidency of the American School Hygiene Association. This summer he will assist Dr. Goddard in the summer school for teachers of Defectives at New York University.

DR. JAMES B. ANGELL, President Emeritus of the University of Michigan, and who for 48 years was President of the Universities of Vermont and Michigan, died at Ann Arbor on April 1. Dr. Angell was one of the foremost educators the world has ever seen. He was the oldest college president in point of service in the United States. In addition to his educational and administrative work, he had during his lifetime, been editor of the Providence, R. I., Journal. He was a diplomat and statesman and

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was more than once called upon by a President of the United States to assume important positions and adjust delicate governmental matters in foreign countries.

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THE AMERICAN SCHOOL PEACE LEAGUE recommends as appropriate material for observance of Peace Day, May 18: The "Cantata for Peace Day," by John Charles Donovan, Director of Music in the Cincinnati schools; "The Promotion of Peace," by Fannie Fern Andrews, Bulletin 1913; No. 12, United States Bureau of Education; "In the Vanguard," by Katrina Trask, for secondary and normal schools; "The Enemy," by Beulah Marie Dix, for secondary school boys; "A Pageant of Peace," by Beulah Marie Dix, for the upper grades of the elementary schools; and "Where War Comes," by Beulah Marie Dix for the lower school grades. Literature can be obtained from the American School Peace League, 405 Marlborough Street, Boston.

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SOME INTERESTING PHOTOGRAPHS of school buildings in California and Oregon appear in the April number of the *Ladies' Home Journal*. There is a cut of the grammar school at Artesia and of certain Portland grammar schools, showing the modern one-story type. Superintendent Alderman of Portland, who contributes the article, gives reasons for the further development of this type of school architecture.

MISS ANNA BARROWS, of Teachers' College, Columbia University, recently gave a course of lectures and demonstrations on Foods and Cookery in Los Angeles, under the auspices of the Pacific Conference of Home Economics. Many superintendents and principals of nearby cities and towns excused teachers early and encouraged them to meet and hear this noted woman.

H. Wingate, Lake, President of the Fresno County Raisin Day Festival Association, and George B. Hibbard, Secretary, are promising more events than were ever before put into any San Joaquin Valley celebration.

THE GENERAL EDUCATION BOARD has made an appropriation of \$100,000 toward a total fund of \$500,000 to Pomona College.

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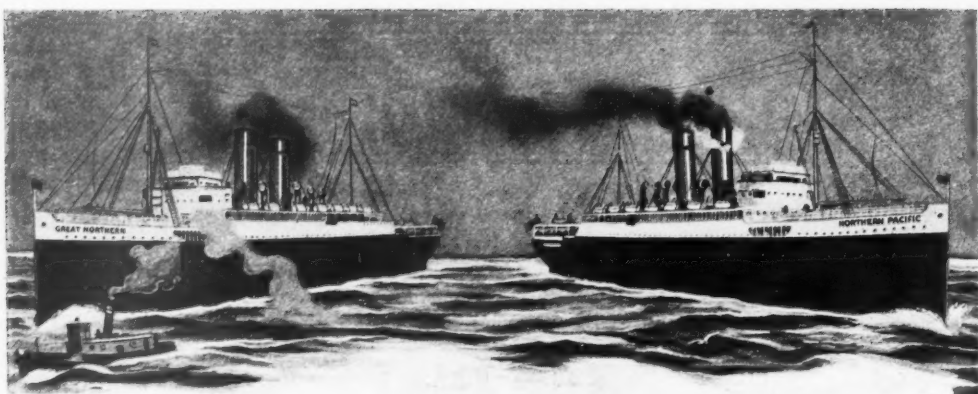
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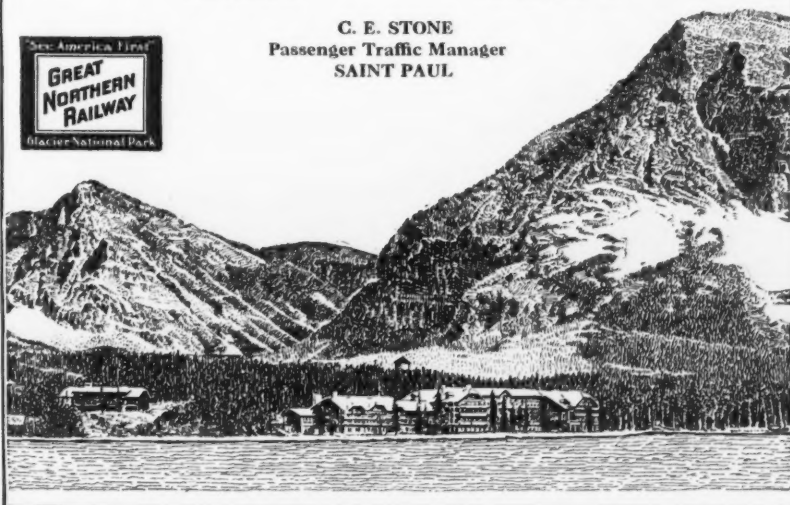
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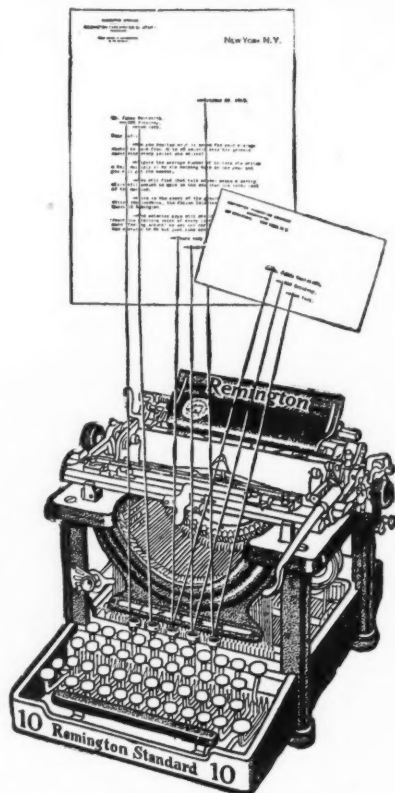
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Editorial Article, Scientific American, July 31, 1915

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